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AN INVESTIGATION INTO THE FEASIBILITY OF
GRANTING A GRADUATE DEGREE BY THE
UNITED STATES ARMY CHAPLAIN SCHOOL

A Thesis
Presented to the
Staff and Faculty of the
United States Army Chaplain School

In Partial Fulfillment
of the Requirements for Satisfactory
Completion of the United States Army
Chaplain Career Course 16-A-C22
Class Number 61-2

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CHAPTER I

The purpose of this thesis is to explore The Feasibility of Granting a Graduate Degree to Student Chaplains attending the United States Army Chaplain School.

Almost since its beginning, an interest in wide education processes to augment military training has been inherent in the United States Army. So vast and comprehensive is this interest that Major General Lloyd R. Moses could write, "So, from basic training through doctoral degrees, of some 870,000 persons in the U.S. Army, some 500,000 (including those undergoing basic training, and resident and non-resident students at service schools) are enrolled in an adult education program that includes more subjects than any single school, college, or university in the world. Each is studying a technical, business or professional subject. During Fiscal 1959, 291,000 were enrolled in organized schools and educational programs."¹

Because the Army has long recognized the need for the continued education and training of the individual soldier it has established facilities to provide almost endless opportunities for extending knowledge and ability. The Educational facilities and opportunities in the Army are primarily contained in two broad programs: The Army Service School System and the General Educational Development Program.

¹ARMY, XI, 6 Association of the United States Army, Washington 6, D.C., January, 1961, p. 56.

It is sufficient for the purpose of this study to concentrate briefly on the Army Service School System. However, to avoid any confusion, it can be stated that the General Educational Development Program (GED) is the Army's education program which provides military personnel on active duty the opportunity to pursue academic, vocational, technical and scientific courses of instruction at the elementary, high school, undergraduate and graduate college levels in on-post Army Education Centers or through the services of cooperating colleges and universities. This program operates both at home and for troops stationed overseas.

The governing statement of policies and procedures for the military educational system is contained in Army Regulation 350-5, Military Education, dated 14 May 52. According to this regulation the Army Service School System is under the direction of the Commanding General, U.S. Continental Army Command, who directs, controls and approves curricula and instruction in all Army service schools in accordance with Department of the Army policy except for courses of professional, medical or non-military nature and those schools specifically excepted by Army regulations. The Army Service School System is comprised of the U.S. Military Academy, the U.S. Military Academy Preparatory School, two service colleges (U.S. Army War College and U.S. Army Command and General Staff College), nineteen branch service schools and twelve Department of the Army separate school courses and miscellaneous schools. These latter which

provide resident instruction and non-resident correspondence course in a wide variety of subjects are called specialist schools.

CHAPTER II

In 1955, with the full implementation of the Advance Course,¹ designed for career training of Army Chaplains, the United States Army Chaplain School, located at Fort Slocum, New York, attained the status of an Army Service School.

The function of the School is "to provide sufficient military and specialized professional education to Chaplains and Chaplain candidates so that they may better perform their duties as Chaplains to the soldiers of our Army."²

The purpose of this thesis is to explore the possibility of granting a Master of Arts degree to chaplains successfully completing the Chaplain Officer Career Course (16-A-22). The study will comprise an investigation into three possible ways in which the granting of degrees may be fully or partially accomplished:

1. Incorporation of the U.S. Army Chaplain School under the Education Law of the State of New York.
2. Affiliation with Long Island University, The Brooklyn Center, with student chaplains earning partial degree credits under the authority of Long Island University.
3. Affiliation with Long Island University - with

¹Redesignated in 1960 as Career Course.

²Student Information Guide, U.S. Army Chaplains School.

student chaplains earning a degree under the authority of Long Island University at the completion of the Chaplain Officer Career Course (16-A-22).

BASIC ASSUMPTIONS

1. That recommendation number 22, Inclosure No. 1, Report of the Department of the Army Officer Education and Training Review Board will be adopted and implemented.

2. That one comprehensive Branch Career Course of one academic year's duration will be conducted at the U.S. Army Chaplain School.

3. That the U.S. Army Chaplain School will continue to be located in the Metropolitan New York City area.

DELIMITATIONS

1. This study will be concerned only with the Program of Instruction for Career Course (34 weeks) and the allocation of hours as approved in 1st Indorsement, CHPL (21 Dec 60); SUBJECT: Allocation of Hours for Career Course (34 weeks); DA, Office Chief of Chaplains, Washington 25, D.C., 9 January 1961.

2. The scope of the study, in relation to Higher Education, will be confined to an analysis of the structure and system of Higher Education in the State of New York.

3. The accredited university in Metropolitan New York chosen for possible solution of problem is The Brooklyn Center of Long Island University, Zeckendorf Campus, Brooklyn 1, New York.

4. The title of degree is the Master of Arts.

CHAPTER III

The Five Year Program (FY 1962-66) of the Chief of Chaplains assigns to the U.S. Army Chaplain School for Fiscal Year 1965 to 1966 the responsibility to "Explore Granting of College Graduate Credit for Career Course."¹

At the onset of this thesis the writer wishes to acknowledge the wisdom and value of this projected program. This paper will show that it is feasible for the U.S. Army Chaplains School to establish a Program of Granting College Graduate Credits for Career Course.

Since the U.S. Army Chaplain School is an Agency of the Federal Government it is necessary to investigate the role, history, and policy of the Federal Government concerning higher education.

The Federal Government is already involved in higher education and the granting of academic degrees. Within the Federal Government the Armed Forces grant the bulk of the degrees. The following is a list of institutions under the control of the Federal Government which have received accreditation to grant degrees from national or regional accrediting associations:²

1. U.S. Military Academy, West Point, New York.
2. U.S. Naval Academy, Annapolis, Maryland.

¹The Five Year Program of the Chief of Chaplains, Fiscal Year 1962-1966, Department of the Army, 9 January 1961, p. 31.

²American Universities and Colleges, 7th Edition, 1956, p. 12.

3. U.S. Coast Guard Academy, New London, Connecticut.
4. U.S. Merchant Marine Academy, Kings Point, New York.
5. U.S. Naval Post-graduate School, Monterey, California.
6. U.S. Department of Agriculture Graduate School,
Washington, D.C.
7. Canal Zone Junior College, Balbon Heights, Canal
Zone.
8. Air Force Academy, Colorado Springs, Colorado.
9. Air Force Institute of Technology, Wright-
Patterson Air Force Base, Ohio.

Among the above institutions, the U.S. Naval Post-graduate School is the only one which is authorized to grant degrees on the Master and Doctoral level.

It may be pointed out here, of course, that practically every branch and agency of the Federal Government is engaged in a program of higher education for its key personnel. These programs are pursued at colleges and universities at home and abroad, and function on all the levels of higher education - the bachelor, the master, and the doctor.

In the Army approximately 1000 officers and enlisted men in 1961 are working toward bachelor, master and doctor degrees in residence through one of two college programs completely financed by the Army. These are: the postgraduate program which includes some seven hundred students, and the enlisted college

training program scheme which has enrolled two hundred and eighty. In addition, the "final semester" program selects some four hundred officers to attend up to one semester and a summer session at accredited colleges so they can fulfill residence requirements for bachelor and graduate degrees. These officers, on "duty" status, get their normal Army pay and allowances, but nothing for tuition and other incidental expenses.

It is under the postgraduate program that the Chief of Chaplains selects nine chaplains each year for advance schooling in various civilian colleges and universities.

Of considerably greater interest are certain graduate degrees programs that are in existence at some military schools besides the military academies and the Naval Postgraduate School. At the highest level of the Armed Forces these programs exist at the National War College and the Industrial College of the Armed Forces. Both of these colleges operate a program in conjunction with George Washington University. Within the separate branches of the Armed Forces the following programs exist:

1. The Army War College in conjunction with George Washington University. This program will be considered in greater detail further on in this study.

2. The Naval War College in conjunction with Boston University. According to this arrangement students at the Naval

War College are awarded three credit hours for graduation from their equivalent of the Army's Command and General Staff College and from six to nine credits hours for graduation from the Naval War College.

However, at the present time the completion of degree work and the earning of a degree from Boston University, is limited to members of the faculty.

3. Both the Naval War College and the Air War College are studying the possibility of setting up programs in conjunction with George Washington University for the academic year 1961-62.

Since it is possible for the Chaplain School to establish a program similar to the one in operation at the Army War College that program deserves a special and somewhat lengthy analysis. The writer's indebted to Colonel Harold E. Wilson, C.E., Project Officer, the GWU/USAWC Graduate Study Program for the thorough information he has provided.

In September of 1960 a contract was made with The George Washington University of Washington, D.C. for a program of concurrent instruction to be presented to the members of the U.S. Army War College, Carlisle Barracks, Pennsylvania, which would lead to a degree of Master of Arts in International Affairs. In approving the program the Department of the Army specified that the work was to be conducted under the Army General Educational

Development Program (GED).³ Under the GED program the work must be accomplished solely on an off-duty or leave basis and tuition assistance is granted to enrollers.

The George Washington University requires thirty semester hours of credit for the award of a Master's degree. If the candidates have acceptable undergraduate records, the University will award nine semester hour credits for successful completion of the curriculum of the U.S. Army War College. It will further award six semester hour credits for a thesis which meets its approval. The thesis submitted for the Army War College requirements may be submitted to The George Washington University for the University requirement. The fifteen credit hours above represents the maximum number the University will transfer into the graduate program. In other words, although the Army War College curriculum is considered to be worth thirty-six credit hours of graduate study, George Washington University can award only fifteen hours credit for completion of the course, due to credit transfer limitations.

The remaining fifteen semester hours must be completed under the jurisdiction of George Washington University. For this purpose a Program Director has been located in Carlisle and Carlisle Barracks, established as an Off-Campus Center of George

³cf AR621-5.

Washington University. In general, this program is made up of the following instructional units:

1. Fall Semester - four credit hours - one course - one class per week for fourteen weeks.
2. Spring Semester - four credit hours - one course - one class per week for fourteen weeks.
3. Summer Session - seven credit hours - two courses - six weeks.

Due to limited administrative support at Carlisle Barracks and the uncertainties of personnel assignments, candidates entering the program cannot be assured that they will be permitted to remain at Carlisle Barracks to complete the Summer Semester. Arrangements, however, can be made for completing the course on campus at George Washington University.

In addition, for 1961 George Washington University has agreed to accept U.S. Army War College candidates for a special Summer Session which will meet two evenings per week, for seven weeks, either on-campus or at the Pentagon.

Candidates taking the Summer Session at the U.S. Army War College would be required to take approximately twenty days leave to complete the course. Candidates attending the Summer Session in Washington, D.C. prior to, or after, graduating from the U.S. Army War College, may take leave or complete the work

on an off-duty basis.

Other pertinent details of this program are listed below:

1. All language requirements are waived.
2. Each candidate is granted a period of six years subsequent to graduation from the U.S. Army War College in which to complete the entire course.
3. George Washington University also offers this program to War College Students who may wish to be candidates for a Bachelor's degree.
4. Those candidates who already possess an acceptable Master's degree may apply the work at the Army War College toward doctoral studies.
5. Participation in the program is not mandatory. The candidates receive no special consideration because they are in the program and no special significance is attached to their participation or non-participation.
6. Complete details of The George Washington University/U.S. Army War College Graduate Study Program can be found in Appendix I of this thesis.

The U.S. Army War College was the first to start such a program. Certainly this program will aid the War College to maintain its position of prestige within the Army and among senior educational institutions of the Armed Services and other agencies

of the United States Government. The program not only enhances the Officer Corps but by providing an interchange of ideas between the Army War College and a civilian graduate school in the fields of strategy, policy and international relations, it better prepares Army Officers for the highest command and General Staff positions in the Army, in joint commands, in combined commands, and in the Department of Defense.

It is submitted here that not only the mission and functions of the Army Chaplains, but especially his qualifications of education and academic background, demand an exploration into the feasibility of instituting a graduate degree program at the U.S. Army Chaplain School.

CHAPTER IV

A phenomenon of the history and development of education in the United States has been the comparatively minor role played by the Federal Government. Traditionally this phase of our national life has been invested in local and state government.

In the field of higher education in our country, until comparatively recent times, the dominant role has been played by privately endowed colleges and universities.

Yet, the Federal Government has been engaged in higher education almost since its beginning as the histories of our military academies prove.

Amazing enough the service academies did not enter the field of granting degrees even on the college level, until 1933. Public Law 21, enacted by the 73d Congress and approved by President Roosevelt in May, 1933 stated, "That the superintendent of the U.S. Naval Academy, the U.S. Military Academy, and the U.S. Coast Guard Academy may, under such rules and regulations as the Secretary of the Navy, the Secretary of War, and the Secretary of Treasury may provide, confer the degree of bachelor of science upon all graduates of their respective academies from and after the date of the accrediting of said academies by the

Association of American Universities."¹

The first Federal institution to be granted authority to confer Master's and Doctor's degrees was the Postgraduate School of the United States Navy. This authority is contained in Public Law 250, enacted by the 79th Congress, and was approved by the President on December 7, 1945.²

Despite the fact, by 1953, certain Federal institutions had been conferring degrees for twenty years, and doing so with full congressional authorization, ~~there had not during this period,~~ emerged any body of fixed principles, by which the merits of an institution seeking this authority were to be judged. Requests in 1953 by additional Federal institutions for authority to award degrees and the lack of a fixed policy in such matters induced the Director of the Budget and the Secretary of the United States Department of Health, Education and Welfare to take steps to supply the deficiency.

Urged by the Director of the Bureau of the Budget to

¹J.B. Sanders, The Federal Government and Higher Education, Higher Education, May, 1955, Department of Health, Education and Welfare, (Government Printing Office, p. 130.

²By Public Law 303, 80th Congress, Approved July 31, 1947, the name of the institution was changed to U.S. Naval Postgraduate School and it was separated administratively from the Naval Academy.

"take a leading role in determining what a general policy for the Federal Government should be with regard to awarding graduate degrees for work done in Federal institutions,"³ the Secretary of the Department, through the Office of Education, called a meeting in Washington on December 14 and 15, 1953, of representative educators who were not connected with Federal institutions and who were likely to be concerned with the question at issue. Federal Agencies also thought to be concerned were asked to furnish information on this current and proposed educational programs, and to send representatives to the meeting to answer questions which might be raised.⁴

After two days of discussion of various facets of the degree-granting question it was clear that a majority of the non-Federal consultants were skeptical about extending Federal authority any further in the degree-granting area, especially at the graduate level. The consensus was that, before Congress authorized any additional Federal degree-granting institutions, it should be evident that the need could not be met by existing non-Federal institutions. It was felt too, that the need itself should be determined

³Op. Cit., p. 132.

⁴The Army was represented by Dr. A.B. Butts, Career Management Division, AGO.

by an impartial group of representative educators.

With the discussions and recommendations of the December, 1953 conference to guide it, the Division of Higher Education of the Office of Education made recommendations to the Commissioner on policy with respect to the granting of degrees by Federal agencies. The Commissioners in turn made his recommendations to the Secretary of the Department of Health, Education and Welfare, and the Secretary to the Director of the Bureau of the Budget. By these processes, the following statement of policy was evolved: Federal Policy governing the granting of academic degrees by Federal Institutions⁵

INITIAL ASSUMPTION

1. It is recognized and granted that Federal agencies may properly establish and operate personnel training programs as needed to improve the effectiveness of the performance of their assigned functions.
2. Because personnel of Federal agencies may need advanced education in order to develop specialized competencies of vital importance to the agencies concerned, each agency should be empowered and authorized when necessary, to send personnel to institutions of higher education for such necessary preparation.

Undergraduate Degree Programs

3. The pattern of undergraduate training is well established

⁵Op. Cit., pp. 132-134.

in certain of the existing educational institutions of the Federal Government, such as at West Point and Annapolis. Any new institution created by the Federal Government with authority to grant undergraduate degrees should, like the above-mentioned institutions, be accredited by the appropriate accrediting agency if the bachelors degree is to be granted. The Commissioner of Education should be assigned responsibility for determining the appropriate accrediting agency for each Federal installation that maintains an undergraduate degree program.

Graduate Degree Programs

4. No Federal agency should be empowered to grant a graduate degree for any educational program except where the need for the authority to grant graduate degrees is established and there is a clear determination that the need for the graduate degrees cannot be adequately met by institutions set up under the authority of the various States, Territories, or the District of Columbia. Before any Federal agency is authorized to grant graduate degrees, there should be a thorough explanation, by the Department of Health, Education and Welfare of the possibility of having the program operated and/or the graduate degree granted through the facilities of existing educational institutions. For the purpose of such explanation the services of the Department of Health, Education and Welfare will be available, on request, to the agency concerned or to the Bureau of the Budget. In order to regularize the matter, each such request would be referred by this Department to the Commissioner of Education who, to assist him in reaching conclusions and making recommendation to the Secretary, would convene an impartial group of representative educators appointed by him, after consultation with the appropriate professional associations, to consider the relevant evidence and make recommendations to him in accordance with the procedure outlined below. This procedure could be formalized in an executive order or otherwise.

Procedure

5. In order to give effect to the policies outlined above with respect to the authorization of Federal

agencies to grant graduate degrees, the Commissioner of Education would be authorized and directed to establish a Review Committee to advise him concerning recommendations to be made concerning any legislation that may be proposed which would authorize the granting of graduate degrees by Federal agencies.

6. It is proposed that the Review Committee consist of three continuing members, each to serve for a period of three years, plus six additional members to serve on an ad hoc basis - all to be appointed by the Commissioner of Education after consultation with the appropriate professional associations.

7. The principal functions of the Review Committee would be:

a. To receive and review evidence submitted by the agency that the following criteria have been met:

(1) that the conferring of the authority to grant the graduate degree in question is essential to the accomplishment of the program objectives of the applying agencies.

(2) that the graduate program in question and/or the graduate degrees proposed cannot be obtained on satisfactory terms through the facilities of existing non-Federal institutions of higher education.

(3) that the graduate program conducted by the applying agency meets the standards for the degree or degrees in question which are met by similar programs in non-Federal institutions of higher education.

(4) that the administration of the graduate program concerned is such that the faculty and students be free to conduct their research activities as objectively, as freely, and in as unbiased a manner as that found in other non-federal institutions of higher education. The existence of an advisory committee of educators from regularly constituted institutions shall be regarded as some evidence of the safeguarding of

freedom of inquiry. Accreditation by an appropriate accrediting body, if such exists, shall be regarded as another safeguard.

b. On the basis of evidence obtained pertaining to the items listed under 7a above, to make a report, including its recommendations as to whether the power to grant graduate degrees should be authorized to the applying agency.

8. The Commissioner would, together with his own recommendations, transmit the report of the Review Committee to the Secretary of Health, Education, and Welfare. The secretary would, after consideration of the Commissioner's recommendations and the Review Committee's report make recommendations to the requesting agency and the Bureau of the Budget, and transmit with such recommendations the report of the Review Committee.⁶

The thirty year experience of the Federal Government in degree granting activities, together with the policies that have now been evolved relating to them, will serve as a valuable guide in dealing with current or future proposals for the granting of degrees by Federal agencies. It is to be remembered that the U.S. Army Chaplain School to award student chaplains a graduate degree must be governed by the paper entitled "Federal Policy Governing the Granting of Academic Degrees by Federal Agencies and Institutions" promulgated in 1955. It is interesting and of the utmost importance, to realize that the statement of

⁶The entire text of this statement of policy is provided because in the opinion of the writer it is a key issue and is too important to summarize.

"Federal Policy" was occasioned by the controversey that arose when two Army schools sought Congressional approval to grant graduate degrees, namely the Judge Advocate General School and the Walter Reed Army Institute of Research.

CHAPTER V

Valuable information has been obtained by researching the attempts made by the Judge Advocate General's School, U.S. Army, Charlottesville, Virginia and the Walter Reed Army Institute of Research, Washington, D.C. to obtain statutory authorization to confer graduate degrees.

A careful and detailed analysis of these two situations must be made because they indicate an area from which strong opposition might arise if the Chaplain School should seek to establish its own program of granting postgraduate degrees.

This study placed greater emphasis upon the situation at the Judge Advocate General's school for two reasons: first, like the Chaplain School, it is an Army Service School, and, secondly, through the kindness of Captain Margaret M. Jebb, WAC, Assistant School Secretary, more complete information concerning the postgraduate degree program was made available to this writer.

The Judge Advocate General's School, U.S. Army, was established in 1951 at the University of Virginia, Charlottesville, Virginia. Contrary to hearsay evidence, the Judge Advocate General's School does not operate any program of granting graduate degrees in conjunction with the University of Virginia.

In the interest of completeness and accuracy it is well here to place in focus the relationship between the University of Virginia and the Judge Advocate General's School. "Essentially it is one of landlord and tenant. The School uses certain physical facilities of the University, including office and dormitory space, classrooms, and the law library, but otherwise the School is a separate entity, operating independently and as an Army Service School (SIC). Consequently, no program has even been seriously considered involving the granting of a graduate degree in conjunction with the University of Virginia, and there is no integrated instruction designed to meet the University's graduate degree requirement."¹

Shortly after its beginning the Judge Advocate General's School plotted a course of action towards obtaining accreditation for its advance course.² The American Bar Association, which is the recognized accrediting agency for law schools,³ granted provisional approval of the Advanced Course as a graduate program in law in 1955, and after the usual probationary period, granted

¹Personal letter to the writer from Captain Margaret M. Jebb, WAC, Assistant School Secretary, Judge Advocate General's School, dated 9 March 1961. CF. Appendix II.

²Now known as the Career Course.

³Education Directory 1960-1961, Part 3, Higher Education, U.S. Dept. HEW, (Government Printing Office) p. 7.

final approval in 1958. Thus, from the standpoint of the accrediting agency, The American Bar Association, graduates of the Career Course complete a program of instruction entitling them to the award of a Master of Laws degree.

For reasons not fully clear (but which can be investigated) the Judge Advocate General, U.S. Army, deemed it inappropriate to award degrees "in the absence of specific statutory authorization such as that enabling the Superintendent of the United States Military Academy to confer the bachelor of science degree (see 10 U.S.C. 4353.)"⁴

At this point it is proper to return to a parallel study of the strong opposition which developed when the Judge Advocate General's School and the Walter Reed Army Institute of Research argued for legislation enabling them to grant graduate degrees. The point of meeting is in the Eighty-Fifth Congress of the United States in March of 1957.

On March 13, 1957 the Associated Press wire carried the following dispatch from Washington:

"The Army's plans to expand its high-level education program have been stopped cold, at least temporarily, by a well-dug-in group of educators.

The educators oppose plans by the Army to grant grad-

⁴M.M. Jebb, op. cit.

uate degrees--such as M.A. and Ph.D.--to graduates of some of its advanced schools.

.....
The battle broke out over two bills that looked so innocuous.

In the 83d Congress 1933, H.R. 2329 was introduced to authorize the Army Medical Service Graduate School of Walter Reed Hospital "to award master of science and doctor of science degrees in medicine, dentistry, veterinary medicine, and in the biological sciences involved in health services.⁵ The House Armed Services Committee expected to give them routine treatment and then send them to the consent calendar for passage without debate.

One bill would allow the Army Medical Corps' Institute of Research, which operates at Walter Reed Hospital here, to grant advanced degrees. A sub-committee approved it in short order, but before the full committee could act the American Council on Education, an organization of colleges and universities, filed an objection and asked to be heard

Meanwhile, another bill came through another sub-committee. It would allow the Judge Advocate General's School to grant advanced degrees in military law.

When this bill got to the full committee yesterday, the academic opposition thundered against both bills, with President Nathan M. Pusey of Harvard and Dean W. Malott of Cornell opening fire by letter

The academic objectors, as Mr. Pusey put it, opposed proposals 'to simulate the sort of degree granted by a university. That, he added, 'would surely debase the established academic currency.'

Mr. Malott wrote he feared the practice might spread to more Government agencies. (underlining not in the original)⁶

⁵This legislation led to the 13-14 December 1953 meeting by the U.S. Department of education referred to in Chapter IV.

⁶American Council on Education, Higher Education and National Affairs, VI, 8, March 18, 1957, (1785 Massachusetts Avenue, N.W., Washington 6, D.C.), p. 1.

The reader will find in Appendix II of this thesis verbatim and summary statements of the opposition expressed to Congress by outstanding educators, as well as those made in behalf of professional associations of medicine, law, and education. He will find among them such well-known and respected figures and professional societies as President T. Keith Glennan, Case Institute of Technology, Dr. Ward Darley, Association of American Medical Colleges, Dean Ralph A. Sawyer, President of the Association of Graduate Schools in the Association of American Universities, Professor Philip Muchen, President of the Association of American Law Schools and others.

It is sufficient here to quote, in part, a few of these authorities and to provide a digest of the reasons for their opposition.

The letter from President Malott to which the Associated Press referred said in part:

"Degrees granting privileges should be left to colleges and universities and not dispersed to all kinds of specialized research and training institutions, once started, this policy of proliferation will be difficult if not impossible to stop. The result will be confusion of standards, of performance, and of the meaning of degrees and will jeopardize the standards of higher education."⁷

⁷Ibid., p. 2.

The letter from President Pusey said in part:

"Education is a full-time occupation which in its best state must not be conducted as an adjunct of other efforts. Where a need arises for a special kind of institution for a specialized objective, there can be no objection to the establishment of such schools. But it should not be assumed that their programs are the same as those of institutions devoted exclusively to educational objectives of the broadest sort. The awarding of academic (underling in the original) degrees by such specialized schools--particularly when sponsored by the Federal Government--would surely debase the established academic currency of all American universities."⁸

The digest of opposition to the two bills in question, H.R. 2409⁹ and H.R. 3516,¹⁰ is summarized as follows:

1. The Federal Government should not establish and operate its own educational institutions to perform functions adequately performed by existing non-Governmental institutions.
2. The direction of graduate programs and the issuance of graduate degrees is not the prime responsibility nor the dedicated purpose of any governmental agency, least of all, a military agency.
3. The climate for and the adjuncts to graduate degrees

⁸Ibid., p. 2.

⁹To authorize the Commandant of the Judge Advocate General's School to award graduate degrees.

¹⁰To authorize the Walter Reed Army Institute of Research to award Master of Science, Master of Public Health, and Doctor of Science degrees in medicine, dentistry, veterinary medicine, and in the biological sciences involved in health services.

are only available at institutions which have complete educational programs.

4. There is adequate opportunity for the properly qualified personnel of governmental agencies to secure such training and degrees in already existing colleges and universities.

5. To give degree-granting authority to Federal institutions would put governmental agencies in competition with colleges and universities and would lead to the certain reduction in standards.

Neither HR 3516 concerning the Walter Reed Army Institute of Research nor HR 2409 concerning the Judge Advocate General's School were passed by the 85th Congress. A similar fate met HR 6064 introduced on 25 March 1959 in the 86th Congress, 1st Session, in behalf of the Judge Advocate General's School. Its provisions were essentially the same as HR 2409, 85th Congress. To this date there there is no evidence of similar bills having been introduced in the current session of the 87th Congress.

The experiences in the Congress of the United States of these sister-institutions of the Chaplain School call for reflection upon the words of testimony presented to the Congress by Dr. Ward Darley, Executive Director of the Association of American Medical Colleges, who said, "If HR 3516 should become law, we naturally wonder how far this trend, once started, will

go. We are well aware that many other governmental agencies are watching this bill with interest with the intent, if it passes, of requesting the same authority."¹¹

¹¹Op. Cit., p. 5.

CHAPTER VI

Although the Judge Advocate General's School and the Walter Reed Army Institute of Research were not successful in their attempts to receive Federal authorization to grant degrees, the U.S. Army Chaplain School, nevertheless, may accomplish this goal.

This opinion is supported by a brief review, in outline form, of material already presented:

1. The statement of "Federal Policy Governing the Granting of Academic Degrees by Federal Agencies and Institutions," promulgated in 1955 with the approval of the Department of Health, Education and Welfare and the Bureau of the Budget, sets up a procedure by which Federal Agencies may secure approval by the Executive Branch of the Government for their requests to award academic degrees.

2. The U.S. Army War College, The Industrial College of the Armed Forces and The National War College have established successful programs for earning graduate degrees in which a total of eleven general officers and over five hundred officers are currently enrolled.

3. Since 1958 the Judge Advocate General's School has had full approval to grant a Master of Law degree under authority

of the recognized accrediting agency for law schools, namely, The American Bar Association.

4. The Naval War College is currently engaged in a program of graduate degree work in conjunction with Boston University.

Few branches of the Army can equal the educational level of the Chaplaincy. Approximately seventy-five percent of all Regular Army Officers now have a baccalaureate degree.¹ AR 621-5, dated 7 December 1960, establishes definite minimum educational goals for Army personnel: for every commissioned officer, a bachelor or higher degree; for every warrant officer, the equivalent of two years of college; for non-commissioned officers, a high school diploma or equivalency certificate; for all others, resumption and continuation of academic studies in appropriate grades as duties permit.

In contract to this, a candidate for the chaplaincy must be "in possession of 120 semester-hour credits of undergraduate study at a recognized college or university and a minimum of ninety semester-hour credits of study performed in a recognized

¹Report of the Department of the Army Officer Education and Training Review Board (Department of the Army), 1 July 1958.

theological school, or equivalent credits in the fields of religion and the social sciences performed in a recognized university or other graduate school."²

The significant point to draw from this is that the average chaplain not only has a bachelor degree; but, in terms of graduate credit semester-hours, he has three times the amount required by practically every graduate school in the country. The Clergymens' graduate degrees are: Bachelor of Divinity, Master of Theology, Bachelor of Sacred Theology, Licentiate of Sacred Theology, Master of Hebrew Lettters and others. The average priest, minister or rabbi has from three to five years of formal education beyond the college level. The average student of the U.S. Army Chaplain School has two or more degrees.

Since the purpose of this thesis is to discuss "The Feasibility of Granting a Graduate Degree by the U.S. Army Chaplain School" it is clearly established that the School's Chaplain Officer Career Course students are fully qualified academically and intellectually to obtain degrees on the graduate level through any program available to them as students of the U.S. Army Chaplain School.

²DA PAM 16-2, The Challenge of the Chaplaincy in the U.S. Army, January, 1960.

The fact a degree-granting program has not been authorized for the Judge Advocate General's School or the Walter Reed Army Research Institute does not vitiate any attempt on the part of the Chief of Chaplains to secure statutory authorization to establish a degree-granting program at the Chaplain School.

The U.S. Army Chaplaincy and its School are unique. The School is unique in its tri-faith make-up and composition. It is the only institution in the world where ordained priests, ministers, and rabbis comprise the entire student body; where they pursue the same course of study under a tri-faith faculty. Yet the course of studies is not theological but under the direction and control of the Commanding General, U.S. Continental Army Command and the Chief of Chaplains, Department of the Army. Since it is not a theological institute, no one (Catholic, Protestant, or Jewish) association of seminaries can endorse the Chaplain School. This problem does not exist for the Judge Advocate General's School, which has the American Bar Association to accredit it, or the Walter Reed Army Institute of Research, which may seek accreditation from the Council of Medical Education and Hospitals of the American Medical Association.

This conclusion, therefore, stands clear, namely, that the Chaplain School must either seek its own accreditation or affiliate with a non-sectarian institution of higher education.

The two-fold conclusion, reached above, remains within the limits set forth in the statement of "Federal Policy Governing the Granting of Academic Degrees by Federal Institutions." It must be repeated that the Chaplain School as a Federal agency must comply with the provisions of this policy guide.

It appears that the obvious intent of the "Statement of Federal Policy" is to encourage Federal Agencies to operate graduate degree programs through the facilities of existing non-Federal institutions. Nevertheless, as has been stated in the opening of this chapter, exceptions may be made "where the need for the authority to grant graduate degrees is established and there is a clean determination that the need for the graduate degrees cannot be adequately met by institutions set up under the authority of the various States, Territories, or the District of Columbia."³

The proposals submitted by this thesis concerning "The Feasibility of Granting Graduate Degrees by the U.S. Army Chaplain School are fully in accord with the provisions of the Federal Policy Guide.

The task is now to indicate ways in which future exploration and action may accomplish the objective of establishing

³Cf Chapter IV, p. 18

a degree-granting program at the Chaplain School. This study limited itself to three possible courses of action. However, it does not intend to indicate that other ways do not exist. It simply means that there are at least three feasible courses of action and they are as follows:

1. By incorporation of the U.S. Army Chaplain School to grant graduate degrees under the authority of the Education Law of the State of New York.

2. By the affiliation of the Chaplain School with Long Island University--whereby student chaplains earn partial degree credits under the authority of Long Island University.

3. By the affiliation of the Chaplain School with Long Island University--whereby student chaplains earn a degree, under the authority of Long Island University, at the successful completion of the Chaplain Officer Career Course (16-A-22).

Investigation and research accomplished on the three propositions above were narrowly limited by time, lack of resources, and the full academic requirements of the curricula of Class 61-2 of the Chaplain School. The information that has been provided in this thesis, and particularly, that which follows, was obtained through personal interviews and correspondence as well as by the study of laws and publications of the Federal Government, the State

of New York, and national and local associations and institutions of higher education.⁴ This information is valid and authoritative." The conclusions and recommendations are the personal opinions of the writer.

⁴Consult the Bibliography for complete listings.

CHAPTER VII

The first proposal of this thesis to accomplish the granting of graduate degrees by the Chaplain School perhaps establishes a novel approach for a Federal Agency. The proposition to be discussed is this: that the Commandant of the U.S. Army Chaplain School petition the Regents of the University of the State of New York for a charter to grant graduate degrees in the name of the U.S. Army Chaplain School.

That this is feasible is found out by a news story which appeared in The New York Times, Tuesday, February 7, 1961. Under the byline of Robert H. Terte it was reported that a new college was being planned by the Insurance Society of New York, Inc. The proposed college would offer the degree of Bachelor of Business Administration, with a major in insurance. The program leading to the bachelor's degree would include forty-seven percent liberal arts courses, twenty-eight percent insurance courses and twenty-five percent supporting courses, such as law, statistical methods and accounting.¹

The second factor which contributed to the intriguing

¹These data are provided here so the reader may make his own comparison with the percentage breakdown of the proposed curricula of the Chaplain Officer Career Course (34 weeks). As shown in Chapter IX, the similarity is significant.

prospect of endowing the U.S. Army Chaplain School with a New York State Charter, as a separate institute, was the study made by the writer of the Education Law of the State of New York.

May it be understood, here and now, that during the investigation of the possibility of the above proposal with officials of The University of the State of New York and the State Board of Education, the writer clearly indicated his unofficial role of a student writing a thesis. It must be understood that a delicate question of law is herein involved and hence this writer lacked authority to involve the Commandant of the Chaplain School, the Chief of Chaplains, or the Department of the Army. The point made, however, is that this proposal has merit, as will be demonstrated by what follows and deserves more thorough investigation by the proper authorities of the Army and the Federal Government.²

Basic to a thorough understanding of this proposal is the study of:

1. the university system in the State of New York.

²This writer attempted unsuccessfully to obtain an informal opinion concerning the relationship in law of the Chaplain School to the New York State Board of Education. The letter and questionnaire sent to the Board's Council, Dr. Charles A. Brind, Jr. are contained in Appendix III.

2. the State of New York Education Law.

3. the legal and procedural requirements necessary to obtain a Charter.

The Board of Regents of the University of the State of New York has jurisdiction over all education in New York State, public, private, and parochial, from Kindergarten to university. The University of the State of New York³ was established shortly after the close of the Revolutionary War, by an act of the State Legislature in 1784.⁴ Thus the accreditation of educational institutions by a state agency, or by any agency, has been in effect in New York State longer than in any other state in the United States. At the present time, there are one hundred sixty-eight institutions of higher education within the University of the State of New York.

Despite the all-embracing functions of the University of the State of New York in the field of education there is no evidence of any exercise of its jurisdiction in relation to the

³Not to be confused with the State University of New York which supervises professional schools, State and community colleges.

⁴D.J. Pratt, Annals of Public Education in the State of New York (Albany 1, N.Y.), p. 203.

Chaplain School. As mentioned previously this writer's effort to clarify the status of the Chaplain School in relation to the University did not produce any positive results. The following is quoted from a personal letter (March 30, 1961) to the writer from Mr. Kenneth T. Doran, Associate in Higher Education, The University of the State of New York:

"As a Federal Activity, the Army Chaplain School would seem to compare with the U.S. Military Academy and the U.S. Merchant Marine Academy--both on Federal inclanes in New York State, but not considered members of the University of the State of New York under the regents. Perhaps you are in a better position than I to judge whether Federal authorities would make overtures to the State in the directions you mention (State Charter). In any case, this would seem to be a question calling for legal opinion rather than a personal opinion on my part."

In the matter of State jurisdiction and Federal institutions, it can only be presumed that the State of New York is prevented by law or by custom from incorporating Federal institutions of learning because of the position of relationship of a lesser to a higher authority (i.e. the State to the Federal Government).

It appears essential that official negotiations between the Department of the Army and the State of New York be initiated to resolve this intricate legal problem posed by Mr. Doran. Perhaps this research has already been accomplished in reference to the U.S. Military and Merchant Marine Academies, both located in the

State of New York.

Since the Regents are empowered to incorporate (i.e. "character") all educational institutions in New York, the degrees that are granted by these institutions, whether public or private, are granted by and under the authority of the University of the State of New York. "The University itself has the power at any time to award the degrees to the graduates of any of these institutions. As a matter of fact, for the first five years after it forms a college, the University, under the provisions of the statute must award the degrees."⁵

Aside from the legal difficulty inherent in the Federal-State relationship, the Chaplain School fully qualifies for incorporation under the authority of the Education Law of New York.

Section 216 of the Education Law states that the University "may . . . incorporate any university, college, academy, library, museum, or other institution or association for the promotion of science, literature, art, history or other department of knowledge, or of education in any way, association of teachers,

⁵Law Pamphlet 9, Incorporation of Educational Institutions by the Regents, University of the State of New York, (Albany 1, N.Y.) pp. 5-6.

students, graduates of educational institutions, and other associations whose approved purposes are, in whole or in part, of educational or cultural value deemed worthy of recognition and encouragement by the university⁶

An interesting aide was the discovery that the Regents, although they incorporate schools of theology are forbidden to ". . . modify in any degree the freedom of the governing body of any seminary for the training of priests or clergymen to determine and regulate the entire course of religious, doctrinal or theological instruction to be given in such institutions."⁷

A more detailed discussion of the Education Law of New York would be superfluous at this time and not germane to this paper. Under the assumption that this first course of action, namely, that the U.S. Army Chaplain School be incorporated to grant graduate degrees under the authority of the Education Law of the State of New York, is feasible, it would be necessary to give further study to the following points:

⁶Ibid., p. 18.

⁷N.Y. State Education Law, Section 207, Cited in "Self-evaluation and Accreditation in Higher Education", (Catholic University Press), p. 207.

1. Procedure for incorporation
 - a. Provisional Charter
 - b. Absolute Charter
2. List of authorized degrees (Section 40)
3. Accreditation or Registration⁸
4. Evaluation of Curriculum
5. Legal requirements
 - a. resources of at least \$500,000.
 - b. one "incorporator" must be resident of the State of New York
6. Faculty qualifications
7. Institutional continuity and stability.

The proposal under discussion, namely, that the U.S. Army Chaplain School apply for a New York State Charter to grant its own degree, has, in the opinion of the writer, six definite advantages and only four so-called disadvantages. The six advantages are:

1. The Chaplain School would exercise complete control over its own curriculum. Section 189, "Rules of the Board of Regents," prescribes no specific curriculum requirements at the graduate level. In fact, curriculum experimentation is encouraged

⁸Accreditation or registration is a distinct function which takes place after incorporation.

as long as certain minimum requirements are maintained.

2. The administration and management of the degree-granting program would be less complicated. This activity would be performed by the Chaplain School under its own guide for policy and procedure.

3. There would be no expense requirements on the part of the student chaplains.

4. It would create high prestige for the Chaplain School and give the Army a tremendous advantage over the Air Force and the Navy in the recruitment of Chaplains.

5. It would promote stronger student motivation.

6. It would eliminate objections by denominational endorsing agencies to a nine month Career Course--since, through the U.S. Army Chaplain School, the Chaplains, who will return to civilian life, will have an extra degree--at no cost to the denomination.

The following are disadvantages of this proposed course of action:

1. The legal obstacles may be insurmountable.

2. Faculty qualification requirements may demand a revision of the current policy of instructor assignments at the Chaplain School. A Master of Arts degree program implies that a certain amount of instruction be given by instructors who possess a

doctoral degree. Accordingly, the Chief of Chaplains would be required to implement a doctoral degree program for future chaplain-instructors. This, of itself, poses many problems in personnel policy areas. One stands out, and that is the feasibility of the establishment of a "professional faculty," such as at West Point.

3. Concentration of studies in the field of liberal arts might minimize too much the instructing of Chaplains in their basic military responsibilities.

4. The Army can provide no guarantee that the Chaplain School will remain in the State of New York.

In evaluating the advantages and disadvantages of this course of action, no attempt was made to determine whether the Chaplain School would receive authorization from the Secretary of Health, Education, and Welfare to establish a degree-granting program independently of a non-Federal institution of higher education.

It is the conclusion of this writer that this course of action, namely, that the U.S. Army Chaplain School apply for a New York State Charter, deserves further exploration and study.

CHAPTER VIII

The location of the U.S. Army Chaplain School in the State of New York gives to it tremendous educational advantages available to few other Army Service Schools. And within the State of New York no other area provides greater opportunities for educational advancement than the Metropolitan Area, embracing the Counties of Nassau, Suffolk, Rockland, Westchester, and the five boroughs of the city proper.

Since its arrival in Metropolitan New York in 1951, the Chaplain School has taken advantage of these opportunities by supplementing normal classroom teaching with a program of guest lectures. For ten years guest lecturers who are recognized for authorities in the fields of religion, religious education, the social sciences, law, psychology, and philosophy have graced the teaching platforms of the U.S. Army Chaplain School.

Field trips to the United Nations, the Brooklyn Army Terminal, and West Point are all possible because of the geographical location of the Chaplain School.

But not the least advantage afforded the Chaplain School by its location in the State of New York, and particularly in the Metropolitan Area, is the abundance of internationally renowned institutions of higher learning nearby.

The study prepared for the Committee on Higher Education of the University of the State of New York by Doctor John X. Jamrich, Director of the Center for the Study of Higher Education, Michigan State University, revealed in April, 1960 that the State of New York "grants almost twice as many doctorates and master's degrees as does the next largest contributor, namely California. In proportion to its population as a percentage of the nation, the State of New York granted, in 1957-58, 1.6 times as many graduate degrees as might be anticipated on the basis of population. This figure is exceeded only by Massachusetts, and equaled or nearly equaled by Connecticut and Indiana . . . As in the case of graduate degrees granted, the State of New York enrolls almost twice the number of graduate students than does the next highest state, California . . . Thus, New York stands out among the various states not only in the number of graduate students enrolled but also in the number of graduate degrees conferred."¹

Naturally, the Metropolitan Area of New York City, as the population center of the state, provides the bulk of the opportunities for graduate education, available in the State.

¹J.X. Jamrich: Graduate Instruction in Colleges and Universities of the State of New York, pp. 16-18, State Department of Education (Albany 1, N.Y.), April, 1960.

In developing courses of action to establish "The Feasibility of Granting a Graduate Degree by the U.S. Army Chaplain School" this study has concentrated on a single institution, the Graduate School of Long Island University, Brooklyn, New York. Many factors entered into this decision.

Prior to arriving at the decision to concentrate on the possibilities afforded by Long Island University, the catalogues of the following colleges and universities were studied:

1. Columbia University
2. Fordham University
3. General Theological Seminary
4. Iona College, New Rochelle
5. Jewish Theological Seminary
6. Manhattan College (Graduate School)
7. New York University
8. St. John's University, Long Island
9. St. Joseph's Seminary and College
10. Union Theological Seminary
11. Yeshiva University

The catalogues of the denominational seminaries were studied to provide the writer with information concerning the theological and liberal arts background of Protestant and Jewish Chaplains. No consideration was given to the proposition of

affiliating the Chaplain Schools with these institutions.

The elimination of the other sectarian and non-sectarian institutions, in the list above, in no way endorses a position of educational pre-eminence in favor of Long Island University. It was simply a question of time and the efficiency of study that dictated the decision to concentrate on one university. This method is sufficient to establish the basic premise of this thesis, namely, that it is feasible to establish a degree-granting program in the U.S. Army Chaplain School. Furthermore, it is strongly recommended that the possibility of establishing such a degree-granting program with these other institutions be thoroughly investigated in any future studies similar to this.

At the outset of this thesis it was stated that "The Feasibility of Granting a Graduate Degree by the U.S. Army Chaplain School" would be demonstrated in three possible courses of action. The first course of action, namely, that the U.S. Army Chaplain School be incorporated under the Education Law of the State of New York was examined in the previous chapter.

In this Chapter an analysis is made of courses of action two and three which are:

1. COURSE OF ACTION TWO: By the affiliation of the U.S. Army Chaplain School with Long Island University--whereby student chaplains earn partial degree credits under the authority of Long Island University.

2. By the affiliation of the U.S. Army Chaplain School with Long Island University--whereby student chaplains earn a graduate degree under the authority of Long Island University,, at the successful completion of the Chaplain Officer Career Course (16-A-22).

Long Island University was founded by Brooklyn Civic leaders in 1926 as an independent and non-sectarian institution of higher learning. Still a youthful institution, compared with most of the colleges and universities in Metropolitan New York, Long Island University today is in a period of dynamic growth. To the original unit in Brooklyn (Zeckendorf Campus) have been added new units extending ninety miles across Long Island.

The original unit now comprises the College of Liberal Arts and Science, the College of Business Administration, the School of Education and the Graduate School.

The other principal units of the University are the Brooklyn College of Pharmacy, C.W. Post College, in Brookville, Long Island and Mitchel Colleges which was established at Mitchel Air Force Base in 1957.²

It is conceded here that the writer's selection of Long Island University was strongly motivated by the pleasant discovery

²Long Island University--Bulletin 1960-1961, p. 29 (Long Island University, Brooklyn, N.Y.).

of the military affiliations and orientation of this University. This aspect of Long Island University demands further elaboration.

The current President of the University is Admiral Richard L. Connolly, USN (Ret), B.S., M.S., LL.D., Vice Admiral Chester C. Wood, USN (Ret), B.S., M.S., is Vice President for University Relations and Provost of Mitchel College. General James A. Van Fleet, United States Army, Retired, is a Trustee of the University and an Officer of the Corporation.

On April 12, 1961 this writer was afforded the privilege and courtesy of a thirty minute interview with Admiral Wood. Permission was granted to record Admiral Wood's reaction to the proposition of establishing a program of study by the U.S. Army Chaplain School in conjunction with Long Island University as, "enthusiastic." He stated that he was familiar, in a general way, with the idea. As Commandant of the Naval War College he was intimately associated with the similar program referred to in Chapter III of this thesis.

The establishment of the Mitchel College of Long Island University is one of considerable significance. It is the first private college to be physically located on a military installation in the United States. "Mitchel College represents a pioneering educational enterprise, initiated in response to an interest on the part of the Armed Services to raise the educational level of officers

and enlisted men. The College serves this objective by bringing college courses--taught by regular men of the University faculty--to the barracks' doorstep."³

This unique project was enthusiastically received and three extensions of Mitchel College were created--at Fort Hamilton, Brooklyn, New York, at Suffolk County Air Force Base, and at St. Alban's Naval Hospital. In each case the military base has provided classroom facilities, "thus enabling the university to reduce the normal tuition fee for the students."⁴

Today Mitchel College has a student body of six hundred, including those at its three extensions. Baccalaureate degrees are awarded to about fifty each year. The curriculum includes courses in liberal arts, physical sciences and business administration. Including the three extensions, it has a library of fifteen thousand volumes, a faculty of thirty, and fifteen classrooms in use.

The existence of Mitchell College as an organic institution of Long Island University, although it grants degrees only in the bachelor level, is a firm argument in support of the proposition that it is feasible for the U.S. Army Chaplain School to

³This is Long Island University--Mitchel College (a promotion brochure--no pagination).

⁴Ibid.

establish a degree-granting program in conjunction with Long Island University.⁵

Since Long Island University has established itself on the various military installations (Mitchel, Suffolk County Airbase, St. Alban's, Fort Hamilton) it would not be unreasonable to suppose that it would establish another Branch at the U.S. Army Chaplain School. Geographically the Chaplain School is as near to the Brooklyn headquarters of Long Island University as Mitchel Air Force Base. The acceptance of the active duty military student by Long Island University is an established fact, as is the acceptance of Long Island University by the Army, Air Force, and Navy. It is not necessary to belabor this point!

In as much as Course of Action two and three, which are to be analysed in this portion of the thesis, are related to Long Island University, it is necessary to discuss, in general the University's Graduate School and its awarding of Master of Arts degree.

In the words of The Graduate School Bulletin, 1960-1961,

⁵Deen Jacob I. Hartstein of the Faculty of the School of Education, in an interview, informed this writer that the University is reviewing its operation of Mitchel College. This study will be presented to the Board of Trustees in the summer of 1961. Upon request, this study will be made available to the Chaplain School. It is to be remembered that Mitchel Field has been closed by the Air Force as an active installation.

"The Graduate School provides a convenient center for advanced study and the continued general and professional education demanded by our dynamic society and institutions . . . for full-time and part-time students, for recent college graduates and for college graduates who have been away from formal study for some time, and for those who are already actively engaged in business or professional pursuits . . ." (Underlining not in the original)

The University's degree programs are registered with the University of the State of New York and are accredited by the Middle States Association of Colleges and Secondary Schools. The University, as chartered by the Regents of the University of the State of New York, is empowered to confer the following degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Pharmacy, Bachelor of Fine Arts, Master of Arts, Master of Science, and the honorary degrees of Doctor of Laws, Doctor of Letters, and Doctor of Science, and Doctor of Humane Letters.

The University operates on the two semester system-- Fall Semester and Spring Semester--and conducts a Summer Session.⁶

⁶The Summer Graduate Institute in Asia and the modern World appears to be of special value to Chaplains. It represents an integrated approach to the study of modern Asia with particular emphasis on the roles of the United States and Russia.

It requires thirty semester hour credits for a Master of Arts degree. A semester hour of credit represents a minimum of one hour of classroom and pertinent outside work per week for a semester. Full-time students may take fifteen credits a semester. Part-time students may take a maximum of ten credits a semester. A maximum of six credits may be taken during each six-week summer term.

The minimum requirements for the degree of Master of Arts (M.A.) are:⁷

1. Possession of Bachelor's degree from an approved college or university.
2. Passing of the Graduate Record Examination (Graduate and Professional Aptitude Test).
3. Completion, with an average grade of B of an approved program of thirty credits, at least eighteen of them in one department of study. The remaining twelve credits may be taken in the same department or distributed among cognate departments of study.
4. Passing of a Comprehensive Examination in the field of specialization and related areas.
5. Completion of a Master's degree thesis or project.

⁷The Graduate School Bulletin, 1960-1961, Long Island University, BROOKLYN, New York., p. 41

Given the afore-mentioned outline of the Graduate requirements of Long Island University it follows that an analysis of the Program of Instruction of the Chaplain Officer Career Course (34 weeks) must be made in relation to the Long Island University graduate program. For essential to the propositions of this thesis, which would seek to establish a working alliance between Long Island University and the U.S. Army Chaplain School, is the acceptance of the Program of Instruction of the Chaplain Officer Career Course by the University.

Obviously the writer, as a student writing a thesis, was unable to act as an official representative of the U.S. Army Chaplain School with Long Island University in this matter.

However, in a personal interview, held 12 April 1961, with Dean Jacob I. Hartstein, B.A., M.S., M.A., Ph.D., Dean of the Faculty of the School of Education, Long Island University, a favorable, but unofficial, reception was given to certain elements of the U.S. Army Chaplain School's Program of Instruction.

This interview, which followed the one granted by Admiral Chester C. Wood, lasted approximately one hour. The comments of Dean Hartstein were obtained by his responses to a series of questions prepared before hand by the writer. The purpose of the interview was to obtain:

1. To obtain a general evaluation of the Chaplain Officer Career Course of Instruction from the point of view of a non-military educator.

2. To determine the feasibility of the U.S. Army Chaplain School establishing a graduate degree-granting program in conjunction with Long Island University.

3. To learn some of the problems which such a program might involve.

4. To provide basis for any recommendation by the writer concerning future negotiations with Long Island University or any other civilian institution of higher learning.

The Program of Instruction submitted to Dean Hartstein for his evaluation was contained in "Planning Table for C22 (34 weeks) Course, Part I through Part IV," as approved by the Chief of Chaplains, 9 January 1961, under the signature of Chaplain (Brigadier General) William J. Moran, Deputy Chief of Chaplains. Dean Hartstein was asked to indicate the subjects taught in this course which might possess credit hour value at Long Island University. He indicated possible recognition by the university of the following subjects:

1. PART I--STAFF SUBJECTS

- a. Educational Development
- b. Effective Writing and Oral Expression
- c. Personnel Management.

2. PART III--PROFESSIONAL SUBJECTS

- a. Basis of Natural Interest
- b. Counseling
- c. Methods of Instruction
- d. Military Psychology
- e. Religious Education

The total number of hours allocated for these subjects is 447 whereas the total number of hours for the Chaplain Officer Career Course (16-A-22) is 1020. The overall percentage breakdown of the Course of Instruction is: Staff Subjects (224 hours) 22 percent; Military Subjects (259 hours) 25 percent; Professional Subjects (487 hours) 48 per cent.⁸ It must be noted here that Dean Hartstein, who evaluated the Course of Instruction in relation to a Liberal Arts degree, assigned no credit hour value to the Military Subjects.

It appears to be Dean Hartstein's conclusion that the curricula of the Chaplain Officer Career Course (16-A-22), in the form presented, would not satisfy the full requirements for the award of a Master of Arts degree by Long Island University. The

⁸The remaining 5 percent is allocated to Director of Instruction (50 hours) for Chapter X and LOGEX.

reason is that the total of four hundred and forty-seven hours allocated to the eight subjects which the University might conceivably recognize in the Chaplain School curricula falls far short of the minimum required by Long Island University for a graduate degree in the field of liberal arts.

In the interest of scholarship and objectivity it should be noted that Dean Hartstein's appraisal in no way involved any criticism on his part of the important role being played by the Chaplain School in the military service of the United States. The U.S. Army Chaplain School is an integral part of the Army Service School System and must fulfill its primary mission as specified by the Department of the Army Officer Education and Training Review Board.

Continuing Dean Hartstein's evaluation of the Program of Instruction of the Chaplain School, the interview produced other results which deserve consideration. The writer has already indicated a total of eight subjects taught at the Chaplain School which might possibly receive academic recognition from Long Island University. Naturally, Dean Hartstein was reluctant to commit himself to any specific credit hour value which the University might grant these courses. However, judging solely the subject of the course and the allocated hours, but not considering the quality of the instruction on the professional qualifications of

the instructor, he did indicate a possible weight or value of twelve credit hours for the subject "Counseling".

The interview revealed great many problems which must be solved before the U.S. Army Chaplain School can implement either course of action proposed by this thesis involving Long Island University. These courses of action are either the earning of partial credits or the award of a full degree under the authority of Long Island University. Not the least of the problems discussed in the interview was the integration of the Chaplain School's Course of Study into specific departments and areas of study offered by Long Island University. The Graduate School of Long Island University provides opportunities for advanced study and training in Accounting, Biology, Business Administration, Economics and Sociology, Education, English, History, Pharmacy Administration, Political Science, and Psychology. On the part of the Chaplain School the problem is compounded by the wide variety of subjects taught and the lack of cognate relationship between many of them. On the part of Long Island University the problem consists in the required designation of a specific area of study and the University's requirements for a Master of Arts degree, wherein the candidate must earn thirty credit hours; at least eighteen of them in one department of study and the remaining twelve taken in the same department or distributed among cognate

departments.

A specific example serves to illustrate this point. In the Political Science Course eighteen credit hours must be earned in the required concentration on core curriculum. These required courses are as follows: Principles of International Politics; principles of International Law; The United Nations and its Affiliated Agencies International Administration; International Information; Education and Cultural Exchange; Seminar on National Security. The remaining twelve hours could be earned in cognate or related courses such as Economics, History, Psychology and Public Administration.

Dean Hartstein, after studying the Chaplain School curriculum suggested that possible solution by discussion what he termed "an interdepartmental program." At Long Island University students whose interests and professional plans involve different patterns of graduate study may be granted permission to pursue interdepartmental programs. These students, for example, may pursue a program leading to the Master of Arts degree, consisting of eighteen or more credits in psychology, and they may divide the balance of their credits between one or two other departments not directly related to the concentration of psychology.

In applying his suggested solution to the Chaplain School Dean Hartstein advised a possible concentration in Guidance-

Counseling supplemented by study in the departments of Education and Social Science. It is emphasized that the above is mentioned not as a firm answer, but simply to support the basic propositions of this portion of the thesis, namely, that it is feasible for the U.S. Army Chaplain School to affiliate with Long Island University whereby student chaplains would either earn partial credits towards a graduate degree (course of action two of this theses) or earn a graduate degree upon completion of the Chaplain Officer Career Course (Course of action three of this thesis).

Another important problem and one that should not be overlooked, that was discussed in the interview with Dean Hartstein was the related matter of the quality of instruction and the faculty qualifications of the U.S. Army Chaplain School. The point of issue here is not to pass judgement on these matters as they currently apply to the Chaplain School. The purpose is simply to indicate a problem area and to suggest a possible solution.

It must be recognized that the establishment of a degree-granting program at the U.S. Army Chaplain School must be based fundamentally on the normal classroom instruction of the Chaplain School. If it is ever contemplated that the Chaplain School affiliate with Long Island University then it is obvious that the U.S. Army Chaplain School's academic standards must be acceptable to the University.

The obvious way to accomplish this, which for the purpose of clarity may be called solution number one, would involve the registration of the U.S. Army Chaplain School with the Regents of the University of the State of New York. This is not identical to the proposition proposed earlier, referred to as course of action one, which was that the Chaplain School petition the University of the State of New York for authority to grant graduate degrees in the name of the U.S. Army Chaplain School. The purpose of seeking State registration, as proposed here, would be simply to provide Long Island University with legal authority to recognize certain courses of study conducted by the faculty of the Chaplain School. However, there is a serious drawback to this so-called solution number one. It is this: Long Island University can legally transfer from another school only six credit-hours of the thirty hours required for a graduate degree. The Education Law of the State of New York permits few exceptions to the requirement that twenty-four graduate credit-hours must be earned in the institution which grants the degree.⁹

If the Chaplain School could not achieve New York State

⁹Cf. Rules of the Board of Regents, Section 189,
(The University of the State of New York, Albany.)

registration of its curriculum, Dean Hartstein suggested another possibility to solve the difficulty under discussion. This can be called solution number two. Under this proposal student chaplains might possibly receive degree credit for study accomplished in the Chaplain School by successfully passing the Graduate Record Examination (Graduate and Professional Aptitude Test and Advanced Test).¹⁰ But, again, the maximum transfer limitation is six credit hours.

This same limitation applies to another possible solution, termed here solution number three, namely, that the U.S. Army Chaplain School establish recognition of its course of studies by the Middle States Association of Colleges and Secondary Schools. This Association is the regional accrediting agency for the Canal Zone, Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, and Puerto Rico.

Since this writer does not feel that the earning of only six credit-hours after nine months of study would attract many student chaplains to a degree-granting program, the necessity exists to investigate a fourth plan which for clarity can be named solution number four.

¹⁰Graduate Record Examinations, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.

The basis of this proposal emanated from discussions with Dean Hartstein and research into the current George Washington University/U.S. Army War College Graduate Study Program.

The proposed solution number four briefly stated is as follows: That the Graduate Study Program of the George Washington University and the U.S. Army War College be used as a model to establish a similar program between Long Island University and the U.S. Army Chaplain School. It is beyond the scope of this thesis to show how this can be done. But the successful operation of The George Washington University and U.S. Army War College Graduate Study Program adds further proof to the primary purpose of this thesis, namely, that it is feasible to establish a graduate degree program at the U.S. Army Chaplain School.

It is not contended that this solution involves no great difficulties. The program at the U.S. Army War College required many studies extending over a period of ten years, from 1950-1960. Dean Hartstein of Long Island University estimated, from the point of view of time alone, that it would require at least four years of study and negotiations.

In the opinion of the writer, the following steps would appear to be essential in setting up a graduate study program:

1. Determination of an area of study.
2. Determination of equivalent credit-hours the University would gratuitously award the curriculum of the U.S. Army Chaplain School
3. The establishment of an off-duty program of instruction under the faculty of Long Island University to secure the balance of the credit-hours for a Master of Arts degree.
4. The approval of the Department of the Army, the Commanding General, United States Continental Army Command, and the Chief of Chaplains.

It is impossible, in a paper of this type, to discuss, in a detailed manner, all the factors that would be involved in attempting to establish a joint venture in granting graduate degrees between Long Island University and the U.S. Army Chaplain School.

There are certain facts in existence, however, which forecast the possibility of success for future negotiations conducted on an official basis. In reviewing the U.S. Army War College Program it is noted that The George Washington University has established an off-campus center at Carlisle Barracks. Regular professors of the University conduct one evening class a week for twenty-eight weeks. A period of instruction (a "class") normally lasts for three hours. Preparation time consists of approximately

two to three hours per hour of instruction. At the completion of the twenty- eight weeks of off-duty study successful students will earn eight credit-hours in addition to the fifteen equivalent credit-hours gratuitously awarded the curriculum of the Army War College by The George Washington University. The balance of seven credit-hours needed to achieve the mandatory minimum of thirty degree credit-hours is accomplished in an off-duty summer session conducted by the University either on its own campus, or at Carlisle Barracks, or in The Pentagon.

The reader is asked to recall the existence of Mitchel College of Long Island University and its extension at the Army's Fort Hamilton in Brooklyn. Granted that Mitchel College only awards the bachelor level degree at the present time. It is this writer's personal interpretation of the enthusiasm and interest in evidence during his interviews with the authorities of Long Island University that a strong possibility exists that the University's Graduate School might be induced to establish an off-campus center at the U.S. Army Chaplain School.

Dean Hartstein replied affirmatively to this writer's question which sought to determine if Long Island University could supply professors to conduct evening classes two or three nights a week at the U. S. Army Chaplain School. Incidentally, it was also established by the writer that instructors of the Chaplain School,

who satisfy the academic requirements of Long Island University for professors, may be declared eligible to teach in Long Island University, as adjunct members of the faculty.

This latter finding is not insignificant and should enter into the consideration of future instructor assignments to the U.S. Army Chaplain School.

The writer injects again the implication that the need may arise to consider educating selected Chaplain School instructors to the level of the doctoral degree. This requirement may be essential if Long Island University, the State of New York, or The Middle States Association of Colleges and Secondary Schools are petitioned to grant graduate degree accreditation and recognition to on-duty classroom instruction at the U.S. Army Chaplain School.

Other information secured in the writer's interview with Dean Jacob Hartstein of Long Island University is summarized below:

1. The matter of cost to individual student chaplains would present no great burden or obstacle. At the present time Long Island University charges its active duty military students at Mitchel College only fifty percent of the normal charge for one semester hour credit. Increased operating costs may force a rise to sixty percent next year. However, under the provisions of the Army General Educational Development Program, contained in AR 621-5,

student chaplains would be eligible for the usual tuition assistance of seventy-five percent of the cost of a semester-hour credit charged by the University.

2. The library and research facilities of Long Island University would be available to student chaplains on a minimal loan basis fee of four dollars a year. Thus, it would not be necessary for the U.S. Army Chaplain School to raise its present library facilities to the required standards of a university.

3. In view of the maturity and educational background of the student chaplains Long Island University would be flexible in the matter of a minimum quota of students involved in the program.

It appears to the writer to be of no particular value to attempt a comparison of the advantages and disadvantages between the two courses of action proposed by this thesis which involve the establishment of a graduate degree program by the Chaplain School in conjunction with Long Island University. In relation to the first course of action of this thesis, namely, that the U.S. Army Chaplain School seek a Charter from the State of New York to grant its own degrees, it is evident that courses of action two and three are logically but a single proposal.

This thesis has raised many issues and problems that can be solved at a later date. Favorable legal decisions both from the Federal Government and the State of New York may be off-set

in Congress by the opposition of the American Council of Education and other professional and educational societies.

The primary mission of the U.S. Army Chaplain School as an Army Branch Service School may forbid the drastic change of curriculum that would be required to enable student chaplains to complete in one academic year, despite additional off-duty study, the requirements of Long Island University for a graduate degree.

The proposal that the U.S. Army Chaplain School affiliate with Long Island University to the extent that student chaplains earn partial degree credits under the authority of the University may be the easiest proposal to implement, but from other points of view, the least desirable and effective.

There can be no definitive conclusion made at this time concerning the manner in which the U.S. Army Chaplain School can establish a graduate degree program. On the other hand, this writer has established and proven that it is feasible to establish a graduate degree program at the U.S. Army Chaplain School. In short, this was the sole purpose of this thesis.

In all the foregoing it was presumed by the writer that student chaplains would welcome any effort made in the direction proposed by the thesis.

The presumption was borne out by a sample survey conducted by the writer with thirty-four members of the incumbent

Career Class (Class 61-2). The questionnaire is contained in Appendix IV.

Twenty-one chaplains out of the thirty-four to whom the questionnaire was submitted replied. The results of the sampling are as follows:

Q. "Are you currently seeking a master's or doctor's degree?"

R. Yes--3, No--17.

Q. "Does the idea of earning a master's degree for work done at the Chaplain School appeal to you?"

R. Yes--16; No--4.

Q. "Would you be willing to attend off-duty classes on Saturdays?"

R. Yes--15; No--6.

Q. "How many nights (for 2 hours) per week?"

R. None--1

One--1

Two--10

Three--4

Four--1

Q. "Would you be willing to take leave to complete a summer session?"

R. Yes--12; No--6; Administrative Absence--2.

Q. "Would you be willing to pay \$200 to \$300 of your own money to earn the degree?"

R. Yes--15; No--6.

Q. "If the Army qualified you to teach in a graduate degree program of instruction would you consider it a hardship to be assigned as an instructor at the Chaplain School for six years or longer?"

R. Yes--10; No--11.

SUBJECT: Thesis Questionnaire/ US Army Chaplain School

TO: Dr. Charles A. Brind, Jr., Counsel, Univ. of the State of N.Y.

FROM: Chaplain Francis J. Dolan, US Army Chaplain School,
Fort Slocum, New York

1. Assuming the Chaplain School meets the qualifications of Section 216 of the Education Law may it petition the University of the State of New York for a charter to grant degrees?
2. If answer, 1 above, is affirmative: Since the Chaplain School is a Federal activity what legal steps, if any, would be required in addition to the ones contained in Law Pamphlet 9, "Incorporation of Educational Institutions by the Regents?"
3. In your personal opinion what is the feasibility of the Chaplain School receiving a State of New York Charter to grant graduate degrees?
4. Is there an obstacle of law that would prevent the granting of a New York State Charter?

If affirmative: a. State Law? (cite code)

b. Federal Law? (cite code)

c. Is this the same law that excludes the U.S. Military Academy from the jurisdiction of the Regents of the University of the State of New York?

5. Would the Educational Law of New York prevent the Chaplain School from affiliating with a public or private university in New York for the purpose of enabling its students to receive a degree under the charter of said public or private university?

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New York Times, February 7, 1961, p. 35.

New York Herald Tribune, April 2, 1961, Section 2, p. 5.

AN INVESTIGATION INTO THE FEASIBILITY OF
GRANTING A GRADUATE DEGREE BY THE
UNITED STATES ARMY CHAPLAIN SCHOOL

A Thesis

Presented to the
Staff and Faculty of the
United States Army Chaplain School

In Partial Fulfillment
of the Requirements for Satisfactory
Completion of the United States Army
Chaplain Career Course 16-A-C22
Class Number 61-2

by
Francis James Dolan
May 1961

CHAPTER I

The purpose of this thesis is to explore The Feasibility of Granting a Graduate Degree to Student Chaplains attending the United States Army Chaplain School.

Almost since its beginning, an interest in wide education processes to augment military training has been inherent in the United States Army. So vast and comprehensive is this interest that Major General Lloyd R. Moses could write, "So, from basic training through doctoral degrees, of some 870,000 persons in the U.S. Army, some 500,000 (including those undergoing basic training, and resident and non-resident students at service schools) are enrolled in an adult education program that includes more subjects than any single school, college, or university in the world. Each is studying a technical, business or professional subject. During Fiscal 1959, 291,000 were enrolled in organized schools and educational programs."¹

Because the Army has long recognized the need for the continued education and training of the individual soldier it has established facilities to provide almost endless opportunities for extending knowledge and ability. The Educational facilities and opportunities in the Army are primarily contained in two broad programs: The Army Service School System and the General Educational Development Program.

¹ARMY, XI, 6 Association of the United States Army, Washington 6, D.C., January, 1961, p. 56.

It is sufficient for the purpose of this study to concentrate briefly on the Army Service School System. However, to avoid any confusion, it can be stated that the General Educational Development Program (GED) is the Army's education program which provides military personnel on active duty the opportunity to pursue academic, vocational, technical and scientific courses of instruction at the elementary, high school, undergraduate and graduate college levels in on-post Army Education Centers or through the services of cooperating colleges and universities. This program operates both at home and for troops stationed overseas.

The governing statement of policies and procedures for the military educational system is contained in Army Regulation 350-5, Military Education, dated 14 May 52. According to this regulation the Army Service School System is under the direction of the Commanding General, U.S. Continental Army Command, who directs, controls and approves curricula and instruction in all Army service schools in accordance with Department of the Army policy except for courses of professional, medical or non-military nature and those schools specifically excepted by Army regulations. The Army Service School System is comprised of the U.S. Military Academy, the U.S. Military Academy Preparatory School, two service colleges (U.S. Army War College and U.S. Army Command and General Staff College), nineteen branch service schools and twelve Department of the Army separate school courses and miscellaneous schools. These latter which

provide resident instruction and non-resident correspondence course in a wide variety of subjects are called specialist schools.

CHAPTER II

In 1955, with the full implementation of the Advance Course,¹ designed for career training of Army Chaplains, the United States Army Chaplain School, located at Fort Slocum, New York, attained the status of an Army Service School.

The function of the School is "to provide sufficient military and specialized professional education to Chaplains and Chaplain candidates so that they may better perform their duties as Chaplains to the soldiers of our Army."²

The purpose of this thesis is to explore the possibility of granting a Master of Arts degree to chaplains successfully completing the Chaplain Officer Career Course (16-A-22). The study will comprise an investigation into three possible ways in which the granting of degrees may be fully or partially accomplished:

1. Incorporation of the U.S. Army Chaplain School under the Education Law of the State of New York.
2. Affiliation with Long Island University, The Brooklyn Center, with student chaplains earning partial degree credits under the authority of Long Island University.
3. Affiliation with Long Island University - with

¹Redesignated in 1960 as Career Course.

²Student Information Guide, U.S. Army Chaplains School.

student chaplains earning a degree under the authority of Long Island University at the completion of the Chaplain Officer Career Course (16-A-22).

BASIC ASSUMPTIONS

1. That recommendation number 22, Inclosure No. 1, Report of the Department of the Army Officer Education and Training Review Board will be adopted and implemented.

2. That one comprehensive Branch Career Course of one academic year's duration will be conducted at the U.S. Army Chaplain School.

3. That the U.S. Army Chaplain School will continue to be located in the Metropolitan New York City area.

DELIMITATIONS

1. This study will be concerned only with the Program of Instruction for Career Course (34 weeks) and the allocation of hours as approved in 1st Indorsement, CHPL (21 Dec 60); SUBJECT: Allocation of Hours for Career Course (34 weeks); DA, Office Chief of Chaplains, Washington 25, D.C., 9 January 1961.

2. The scope of the study, in relation to Higher Education, will be confined to an analysis of the structure and system of Higher Education in the State of New York.

3. The accredited university in Metropolitan New York chosen for possible solution of problem is The Brooklyn Center of Long Island University, Zeckendorf Campus, Brooklyn 1, New York.

4. The title of degree is the Master of Arts.

CHAPTER III

The Five Year Program (FY 1962-66) of the Chief of Chaplains assigns to the U.S. Army Chaplain School for Fiscal Year 1965 to 1966 the responsibility to "Explore Granting of College Graduate Credit for Career Course."¹

At the onset of this thesis the writer wishes to acknowledge the wisdom and value of this projected program. This paper will show that it is feasible for the U.S. Army Chaplains School to establish a Program of Granting College Graduate Credits for Career Course.

Since the U.S. Army Chaplain School is an Agency of the Federal Government it is necessary to investigate the role, history, and policy of the Federal Government concerning higher education.

The Federal Government is already involved in higher education and the granting of academic degrees. Within the Federal Government the Armed Forces grant the bulk of the degrees. The following is a list of institutions under the control of the Federal Government which have received accreditation to grant degrees from national or regional accrediting associations:²

1. U.S. Military Academy, West Point, New York.
2. U.S. Naval Academy, Annapolis, Maryland.

¹The Five Year Program of the Chief of Chaplains, Fiscal Year 1962-1966, Department of the Army, 9 January 1961, p. 31.

²American Universities and Colleges, 7th Edition, 1956, p. 12.

3. U.S. Coast Guard Academy, New London, Connecticut.
4. U.S. Merchant Marine Academy, Kings Point, New York.
5. U.S. Naval Post-graduate School, Monterey, California.
6. U.S. Department of Agriculture Graduate School,
Washington, D.C.
7. Canal Zone Junior College, Balbon Heights, Canal
Zone.
8. Air Force Academy, Colorado Springs, Colorado.
9. Air Force Institute of Technology, Wright-
Patterson Air Force Base, Ohio.

Among the above institutions, the U.S. Naval Post-graduate School is the only one which is authorized to grant degrees on the Master and Doctoral level.

It may be pointed out here, of course, that practically every branch and agency of the Federal Government is engaged in a program of higher education for its key personnel. These programs are pursued at colleges and universities at home and abroad, and function on all the levels of higher education - the bachelor, the master, and the doctor.

In the Army approximately 1000 officers and enlisted men in 1961 are working toward bachelor, master and doctor degrees in residence through one of two college programs completely financed by the Army. These are: the postgraduate program which includes some seven hundred students, and the enlisted college

training program scheme which has enrolled two hundred and eighty. In addition, the "final semester" program selects some four hundred officers to attend up to one semester and a summer session at accredited colleges so they can fulfill residence requirements for bachelor and graduate degrees. These officers, on "duty" status, get their normal Army pay and allowances, but nothing for tuition and other incidental expenses.

It is under the postgraduate program that the Chief of Chaplains selects nine chaplains each year for advance schooling in various civilian colleges and universities.

Of considerably greater interest are certain graduate degrees programs that are in existence at some military schools besides the military academies and the Naval Postgraduate School. At the highest level of the Armed Forces these programs exist at the National War College and the Industrial College of the Armed Forces. Both of these colleges operate a program in conjunction with George Washington University. Within the separate branches of the Armed Forces the following programs exist:

1. The Army War College in conjunction with George Washington University. This program will be considered in greater detail further on in this study.
2. The Naval War College in conjunction with Boston University. According to this arrangement students at the Naval

War College are awarded three credit hours for graduation from their equivalent of the Army's Command and General Staff College and from six to nine credits hours for graduation from the Naval War College.

However, at the present time the completion of degree work and the earning of a degree from Boston University, is limited to members of the faculty.

3. Both the Naval War College and the Air War College are studying the possibility of setting up programs in conjunction with George Washington University for the academic year 1961-62.

Since it is possible for the Chaplain School to establish a program similar to the one in operation at the Army War College that program deserves a special and somewhat lengthy analysis. The writer's indebted to Colonel Harold E. Wilson, C.E., Project Officer, the GWU/USAWC Graduate Study Program for the thorough information he has provided.

In September of 1960 a contract was made with The George Washington University of Washington, D.C. for a program of concurrent instruction to be presented to the members of the U.S. Army War College, Carlisle Barracks, Pennsylvania, which would lead to a degree of Master of Arts in International Affairs. In approving the program the Department of the Army specified that the work was to be conducted under the Army General Educational

Development Program (GED).³ Under the GED program the work must be accomplished solely on an off-duty or leave basis and tuition assistance is granted to enrollers.

The George Washington University requires thirty semester hours of credit for the award of a Master's degree. If the candidates have acceptable undergraduate records, the University will award nine semester hour credits for successful completion of the curriculum of the U.S. Army War College. It will further award six semester hour credits for a thesis which meets its approval. The thesis submitted for the Army War College requirements may be submitted to The George Washington University for the University requirement. The fifteen credit hours above represents the maximum number the University will transfer into the graduate program. In other words, although the Army War College curriculum is considered to be worth thirty-six credit hours of graduate study, George Washington University can award only fifteen hours credit for completion of the course, due to credit transfer limitations.

The remaining fifteen semester hours must be completed under the jurisdiction of George Washington University. For this purpose a Program Director has been located in Carlisle and Carlisle Barracks, established as an Off-Campus Center of George

³cf AR621-5.

Washington University. In general, this program is made up of the following instructional units:

1. Fall Semester - four credit hours - one course - one class per week for fourteen weeks.
2. Spring Semester - four credit hours - one course - one class per week for fourteen weeks.
3. Summer Session - seven credit hours - two courses - six weeks.

Due to limited administrative support at Carlisle Barracks and the uncertainties of personnel assignments, requirements, candidates entering the program cannot be assured that they will be permitted to remain at Carlisle Barracks to complete the Summer Semester. Arrangements, however, can be made for completing the course on campus at George Washington University.

In addition, for 1961 George Washington University has agreed to accept U.S. Army War College candidates for a special Summer Session which will meet two evenings per week, for seven weeks, either on-campus or at the Pentagon.

Candidates taking the Summer Session at the U.S. Army War College would be required to take approximately twenty days leave to complete the course. Candidates attending the Summer Session in Washington, D.C. prior to, or after, graduating from the U.S. Army War College, may take leave or complete the work

on an off-duty basis.

Other pertinent details of this program are listed below:

1. All language requirements are waived.
2. Each candidate is granted a period of six years subsequent to graduation from the U.S. Army War College in which to complete the entire course.

3. George Washington University also offers this program to War College Students who may wish to be candidates for a Bachelor's degree.

4. Those candidates who already possess an acceptable Master's degree may apply the work at the Army War College toward doctoral studies.

5. Participation in the program is not mandatory. The candidates receive no special consideration because they are in the program and no special significance is attached to their participation or non-participation.

6. Complete details of The George Washington University/U.S. Army War College Graduate Study Program can be found in Appendix I of this thesis.

The U.S. Army War College was the first to start such a program. Certainly this program will aid the War College to maintain its position of prestige within the Army and among senior educational institutions of the Armed Services and other agencies

of the United States Government. The program not only enhances the Officer Corps but by providing an interchange of ideas between the Army War College and a civilian graduate school in the fields of strategy, policy and international relations, it better prepares Army Officers for the highest command and General Staff positions in the Army, in joint commands, in combined commands, and in the Department of Defense.

It is submitted here that not only the mission and functions of the Army Chaplains, but especially his qualifications of education and academic background, demand an exploration into the feasibility of instituting a graduate degree program at the U.S. Army Chaplain School.

CHAPTER IV

A phenomenon of the history and development of education in the United States has been the comparatively minor role played by the Federal Government. Traditionally this phase of our national life has been invested in local and state government.

In the field of higher education in our country, until comparatively recent times, the dominant role has been played by privately endowed colleges and universities.

Yet, the Federal Government has been engaged in higher education almost since its beginning as the histories of our military academies prove.

Amazing enough the service academies did not enter the field of granting degrees even on the college level, until 1933. Public Law 21, enacted by the 73d Congress and approved by President Roosevelt in May, 1933 stated, "That the superintendent of the U.S. Naval Academy, the U.S. Military Academy, and the U.S. Coast Guard Academy may, under such rules and regulations as the Secretary of the Navy, the Secretary of War, and the Secretary of Treasury may provide, confer the degree of bachelor of science upon all graduates of their respective academies from and after the date of the accrediting of said academies by the

Association of American Universities."¹

The first Federal institution to be granted authority to confer Master's and Doctor's degrees was the Postgraduate School of the United States Navy. This authority is contained in Public Law 250, enacted by the 79th Congress, and was approved by the President on December 7, 1945.²

Despite the fact, by 1953, certain Federal institutions had been conferring degrees for twenty years, and doing so with full congressional authorization; ~~there had not during this period,~~ emerged any body of fixed principles, by which the merits of an institution seeking this authority were to be judged. Requests in 1953 by additional Federal institutions for authority to award degrees and the lack of a fixed policy in such matters induced the Director of the Budget and the Secretary of the United States Department of Health, Education and Welfare to take steps to supply the deficiency.

Urged by the Director of the Bureau of the Budget to

¹J.B. Sanders, The Federal Government and Higher Education, Higher Education, May, 1955, Department of Health, Education and Welfare, (Government Printing Office, p. 130.

²By Public Law 303, 80th Congress, Approved July 31, 1947, the name of the institution was changed to U.S. Naval Postgraduate School and it was separated administratively from the Naval Academy.

"take a leading role in determining what a general policy for the Federal Government should be with regard to awarding graduate degrees for work done in Federal institutions,"³ the Secretary of the Department, through the Office of Education, called a meeting in Washington on December 14 and 15, 1953, of representative educators who were not connected with Federal institutions and who were likely to be concerned with the question at issue. Federal Agencies also thought to be concerned were asked to furnish information on this current and proposed educational programs, and to send representatives to the meeting to answer questions which might be raised.⁴

After two days of discussion of various facets of the degree-granting question it was clear that a majority of the non-Federal consultants were skeptical about extending Federal authority any further in the degree-granting area, especially at the graduate level. The consensus was that, before Congress authorized any additional Federal degree-granting institutions, it should be evident that the need could not be met by existing non-Federal institutions. It was felt too, that the need itself should be determined

³Op. Cit., p. 132.

⁴The Army was represented by Dr. A.B. Butts, Career Management Division, AGO.

by an impartial group of representative educators.

With the discussions and recommendations of the December, 1953 conference to guide it, the Division of Higher Education of the Office of Education made recommendations to the Commissioner on policy with respect to the granting of degrees by Federal agencies. The Commissioners in turn made his recommendations to the Secretary of the Department of Health, Education and Welfare, and the Secretary to the Director of the Bureau of the Budget. By these processes, the following statement of policy was evolved: Federal Policy governing the granting of academic degrees by Federal Institutions⁵

INITIAL ASSUMPTION

1. It is recognized and granted that Federal agencies may properly establish and operate personnel training programs as needed to improve the effectiveness of the performance of their assigned functions.
2. Because personnel of Federal agencies may need advanced education in order to develop specialized competencies of vital importance to the agencies concerned, each agency should be empowered and authorized when necessary, to send personnel to institutions of higher education for such necessary preparation.

Undergraduate Degree Programs

3. The pattern of undergraduate training is well established

⁵Op. Cit., pp. 132-134.

in certain of the existing educational institutions of the Federal Government, such as at West Point and Annapolis. Any new institution created by the Federal Government with authority to grant undergraduate degrees should, like the above-mentioned institutions, be accredited by the appropriate accrediting agency if the bachelors degree is to be granted. The Commissioner of Education should be assigned responsibility for determining the appropriate accrediting agency for each Federal installation that maintains an undergraduate degree program.

Graduate Degree Programs

4. No Federal agency should be empowered to grant a graduate degree for any educational program except where the need for the authority to grant graduate degrees is established and there is a clear determination that the need for the graduate degrees cannot be adequately met by institutions set up under the authority of the various States, Territories, or the District of Columbia. Before any Federal agency is authorized to grant graduate degrees, there should be a thorough explanation, by the Department of Health, Education and Welfare of the possibility of having the program operated and/or the graduate degree granted through the facilities of existing educational institutions. For the purpose of such explanation the services of the Department of Health, Education and Welfare will be available, on request, to the agency concerned or to the Bureau of the Budget. In order to regularize the matter, each such request would be referred by this Department to the Commissioner of Education who, to assist him in reaching conclusions and making recommendation to the Secretary, would convene an impartial group of representative educators appointed by him, after consultation with the appropriate professional associations, to consider the relevant evidence and make recommendations to him in accordance with the procedure outlined below. This procedure could be formalized in an executive order or otherwise.

Procedure

5. In order to give effect to the policies outlined above with respect to the authorization of Federal

agencies to grant graduate degrees, the Commissioner of Education would be authorized and directed to establish a Review Committee to advise him concerning recommendations to be made concerning any legislation that may be proposed which would authorize the granting of graduate degrees by Federal agencies.

6. It is proposed that the Review Committee consist of three continuing members, each to serve for a period of three years, plus six additional members to serve on an ad hoc basis - all to be appointed by the Commissioner of Education after consultation with the appropriate professional associations.

7. The principal functions of the Review Committee would be:

a. To receive and review evidence submitted by the agency that the following criteria have been met:

(1) that the conferring of the authority to grant the graduate degree in question is essential to the accomplishment of the program objectives of the applying agencies.

(2) that the graduate program in question and/or the graduate degrees proposed cannot be obtained on satisfactory terms through the facilities of existing non-Federal institutions of higher education.

(3) that the graduate program conducted by the applying agency meets the standards for the degree or degrees in question which are met by similar programs in non-Federal institutions of higher education.

(4) that the administration of the graduate program concerned is such that the faculty and students be free to conduct their research activities as objectively, as freely, and in as unbiased a manner as that found in other non-Federal institutions of higher education. The existence of an advisory committee of educators from regularly constituted institutions shall be regarded as some evidence of the safeguarding of

freedom of inquiry. Accreditation by an appropriate accrediting body, if such exists, shall be regarded as another safeguard.

b. On the basis of evidence obtained pertaining to the items listed under 7a above, to make a report, including its recommendations as to whether the power to grant graduate degrees should be authorized to the applying agency.

8. The Commissioner would, together with his own recommendations, transmit the report of the Review Committee to the Secretary of Health, Education, and Welfare. The secretary would, after consideration of the Commissioner's recommendations and the Review Committee's report make recommendations to the requesting agency and the Bureau of the Budget, and transmit with such recommendations the report of the Review Committee.⁶

The thirty year experience of the Federal Government in degree granting activities, together with the policies that have now been evolved relating to them, will serve as a valuable guide in dealing with current or future proposals for the granting of degrees by Federal agencies. It is to be remembered that the U.S. Army Chaplain School to award student chaplains a graduate degree must be governed by the paper entitled "Federal Policy Governing the Granting of Academic Degrees by Federal Agencies and Institutions" promulgated in 1955. It is interesting and of the utmost importance, to realize that the statement of

⁶The entire text of this statement of policy is provided because in the opinion of the writer it is a key issue and is too important to summarize.

"Federal Policy" was occasioned by the controversey that arose when two Army schools sought Congressional approval to grant graduate degrees, namely the Judge Advocate General School and the Walter Reed Army Institute of Research.

CHAPTER V

Valuable information has been obtained by researching the attempts made by the Judge Advocate General's School, U.S. Army, Charlottesville, Virginia and the Walter Reed Army Institute of Research, Washington, D.C. to obtain statutory authorization to confer graduate degrees.

A careful and detailed analysis of these two situations must be made because they indicate an area from which strong opposition might arise if the Chaplain School should seek to establish its own program of granting postgraduate degrees.

This study placed greater emphasis upon the situation at the Judge Advocate General's school for two reasons: first, like the Chaplain School, it is an Army Service School, and, secondly, through the kindness of Captain Margaret M. Jebb, WAC, Assistant School Secretary, more complete information concerning the postgraduate degree program was made available to this writer.

The Judge Advocate General's School, U.S. Army, was established in 1951 at the University of Virginia, Charlottesville, Virginia. Contrary to hearsay evidence, the Judge Advocate General's School does not operate any program of granting graduate degrees in conjunction with the University of Virginia.

In the interest of completeness and accuracy it is well here to place in focus the relationship between the University of Virginia and the Judge Advocate General's School. "Essentially it is one of landlord and tenant. The School uses certain physical facilities of the University, including office and dormitory space, classrooms, and the law library, but otherwise the School is a separate entity, operating independently and as an Army Service School (SIC). Consequently, no program has even been seriously considered involving the granting of a graduate degree in conjunction with the University of Virginia, and there is no integrated instruction designed to meet the University's graduate degree requirement."¹

Shortly after its beginning the Judge Advocate General's School plotted a course of action towards obtaining accreditation for its advance course.² The American Bar Association, which is the recognized accrediting agency for law schools,³ granted provisional approval of the Advanced Course as a graduate program in law in 1955, and after the usual probationary period, granted

¹Personal letter to the writer from Captain Margaret M. Jebb, WAC, Assistant School Secretary, Judge Advocate General's School, dated 9 March 1961. CF. Appendix II.

²Now known as the Career Course.

³Education Directory 1960-1961, Part 3, Higher Education, U.S. Dept. HEW, (Government Printing Office) p. 7.

final approval in 1958. Thus, from the standpoint of the accrediting agency, The American Bar Association, graduates of the Career Course complete a program of instruction entitling them to the award of a Master of Laws degree.

For reasons not fully clear (but which can be investigated) the Judge Advocate General, U.S. Army, deemed it inappropriate to award degrees "in the absence of specific statutory authorization such as that enabling the Superintendent of the United States Military Academy to confer the bachelor of science degree (see 10 U.S.C. 4353.)"⁴

At this point it is proper to return to a parallel study of the strong opposition which developed when the Judge Advocate General's School and the Walter Reed Army Institute of Research argued for legislation enabling them to grant graduate degrees. The point of meeting is in the Eighty-Fifth Congress of the United States in March of 1957.

On March 13, 1957 the Associated Press wire carried the following dispatch from Washington:

"The Army's plans to expand its high-level education program have been stopped cold, at least temporarily, by a well-dug-in group of educators.

The educators oppose plans by the Army to grant grad-

⁴M.M. Jebb, op. cit.

uate degrees--such as M.A. and Ph.D.--to graduates of some of its advanced schools.

.....
The battle broke out over two bills that looked so innocuous.

In the 83d Congress 1933, H.R. 2329 was introduced to authorize the Army Medical Service Graduate School of Walter Reed Hospital "to award master of science and doctor of science degrees in medicine, dentistry, veterinary medicine, and in the biological sciences involved in health services."⁵ The House Armed Services Committee expected to give them routine treatment and then send them to the consent calendar for passage without debate. One bill would allow the Army Medical Corps' Institute of Research, which operates at Walter Reed Hospital here, to grant advanced degrees. A sub-committee approved it in short order, but before the full committee could act the American Council on Education, an organization of colleges and universities, filed an objection and asked to be heard

Meanwhile, another bill came through another sub-committee. It would allow the Judge Advocate General's School to grant advanced degrees in military law.

When this bill got to the full committee yesterday, the academic opposition thundered against both bills, with President Nathan M. Pusey of Harvard and Dean W. Malott of Cornell opening fire by letter

The academic objectors, as Mr. Pusey put it, opposed proposals 'to simulate the sort of degree granted by a university. That, he added, 'would surely debase the established academic currency.'

Mr. Malott wrote he feared the practice might spread to more Government agencies. (underlining not in the original)⁶

⁵This legislation led to the 13-14 December 1953 meeting by the U.S. Department of education referred to in Chapter IV.

⁶American Council on Education, Higher Education and National Affairs, VI, 8, March 18, 1957, (1785 Massachusetts Avenue, N.W., Washington 6, D.C.), p. 1.

The reader will find in Appendix II of this thesis verbatim and summary statements of the opposition expressed to Congress by outstanding educators, as well as those made in behalf of professional associations of medicine, law, and education. He will find among them such well-known and respected figures and professional societies as President T. Keith Glennan, Case Institute of Technology, Dr. Ward Darley, Association of American Medical Colleges, Dean Ralph A. Sawyer, President of the Association of Graduate Schools in the Association of American Universities, Professor Philip Muchen, President of the Association of American Law Schools and others.

It is sufficient here to quote, in part, a few of these authorities and to provide a digest of the reasons for their opposition.

The letter from President Malott to which the Associated Press referred said in part:

"Degrees granting privileges should be left to colleges and universities and not dispersed to all kinds of specialized research and training institutions, once started, this policy of proliferation will be difficult if not impossible to stop. The result will be confusion of standards, of performance, and of the meaning of degrees and will jeopardize the standards of higher education."⁷

⁷Ibid., p. 2.

The letter from President Pusey said in part:

"Education is a full-time occupation which in its best state must not be conducted as an adjunct of other efforts. Where a need arises for a special kind of institution for a specialized objective, there can be no objection to the establishment of such schools. But it should not be assumed that their programs are the same as those of institutions devoted exclusively to educational objectives of the broadest sort. The awarding of academic (underling in the original) degrees by such specialized schools--particularly when sponsored by the Federal Government--would surely debase the established academic currency of all American universities."⁸

The digest of opposition to the two bills in question, H.R. 2409⁹ and H.R. 3516,¹⁰ is summarized as follows:

1. The Federal Government should not establish and operate its own educational institutions to perform functions adequately performed by existing non-Governmental institutions.
2. The direction of graduate programs and the issuance of graduate degrees is not the prime responsibility nor the dedicated purpose of any governmental agency, least of all, a military agency.
3. The climate for and the adjuncts to graduate degrees

⁸Ibid., p. 2.

⁹To authorize the Commandant of the Judge Advocate General's School to award graduate degrees.

¹⁰To authorize the Walter Reed Army Institute of Research to award Master of Science, Master of Public Health, and Doctor of Science degrees in medicine, dentistry, veterinary medicine, and in the biological sciences involved in health services.

are only available at institutions which have complete educational programs.

4. There is adequate opportunity for the properly qualified personnel of governmental agencies to secure such training and degrees in already existing colleges and universities.

5. To give degree-granting authority to Federal institutions would put governmental agencies in competition with colleges and universities and would lead to the certain reduction in standards.

Neither HR 3516 concerning the Walter Reed Army Institute of Research nor HR 2409 concerning the Judge Advocate General's School were passed by the 85th Congress. A similar fate met HR 6064, introduced on 25 March 1959 in the 86th Congress, 1st Session, in behalf of the Judge Advocate General's School. Its provisions were essentially the same as HR 2409, 85th Congress. To this date there is no evidence of similar bills having been introduced in the current session of the 87th Congress.

The experiences in the Congress of the United States of these sister-institutions of the Chaplain School call for reflection upon the words of testimony presented to the Congress by Dr. Ward Darley, Executive Director of the Association of American Medical Colleges, who said, "If HR 3516 should become law, we naturally wonder how far this trend, once started, will

go. We are well aware that many other governmental agencies are watching this bill with interest with the intent, if it passes, of requesting the same authority."¹¹

¹¹Op. Cit., p. 5.

CHAPTER VI

Although the Judge Advocate General's School and the Walter Reed Army Institute of Research were not successful in their attempts to receive Federal authorization to grant degrees, the U.S. Army Chaplain School, nevertheless, may accomplish this goal.

This opinion is supported by a brief review, in outline form, of material already presented:

1. The statement of "Federal Policy Governing the Granting of Academic Degrees by Federal Agencies and Institutions," promulgated in 1955 with the approval of the Department of Health, Education and Welfare and the Bureau of the Budget, sets up a procedure by which Federal Agencies may secure approval by the Executive Branch of the Government for their requests to award academic degrees.

2. The U.S. Army War College, The Industrial College of the Armed Forces and The National War College have established successful programs for earning graduate degrees in which a total of eleven general officers and over five hundred officers are currently enrolled.

3. Since 1958 the Judge Advocate General's School has had full approval to grant a Master of Law degree under authority

of the recognized accrediting agency for law schools, namely, The American Bar Association.

4. The Naval War College is currently engaged in a program of graduate degree work in conjunction with Boston University.

Few branches of the Army can equal the educational level of the Chaplaincy. Approximately seventy-five percent of all Regular Army Officers now have a baccalaureate degree.¹ AR 621-5, dated 7 December 1960, establishes definite minimum educational goals for Army personnel: for every commissioned officer, a bachelor or higher degree; for every warrant officer, the equivalent of two years of college; for non-commissioned officers, a high school diploma or equivalency certificate; for all others, resumption and continuation of academic studies in appropriate grades as duties permit.

In contrast to this, a candidate for the chaplaincy must be "in possession of 120 semester-hour credits of undergraduate study at a recognized college or university and a minimum of ninety semester-hour credits of study performed in a recognized

¹Report of the Department of the Army Officer Education and Training Review Board (Department of the Army), 1 July 1958.

theological school, or equivalent credits in the fields of religion and the social sciences performed in a recognized university or other graduate school."²

The significant point to draw from this is that the average chaplain not only has a bachelor degree; but, in terms of graduate credit semester-hours, he has three times the amount required by practically every graduate school in the country. The Clergymens' graduate degrees are: Bachelor of Divinity, Master of Theology, Bachelor of Sacred Theology, Licentiate of Sacred Theology, Master of Hebrew Letters and others. The average priest, minister or rabbi has from three to five years of formal education beyond the college level. The average student of the U.S. Army Chaplain School has two or more degrees.

Since the purpose of this thesis is to discuss "The Feasibility of Granting a Graduate Degree by the U.S. Army Chaplain School" it is clearly established that the School's Chaplain Officer Career Course students are fully qualified academically and intellectually to obtain degrees on the graduate level through any program available to them as students of the U.S. Army Chaplain School.

²DA PAM 16-2, The Challenge of the Chaplaincy in the U.S. Army, January, 1960.

The fact a degree-granting program has not been authorized for the Judge Advocate General's School or the Walter Reed Army Research Institute does not vitiate any attempt on the part of the Chief of Chaplains to secure statutory authorization to establish a degree-granting program at the Chaplain School.

The U.S. Army Chaplaincy and its School are unique. The School is unique in its tri-faith make-up and composition. It is the only institution in the world where ordained priests, ministers, and rabbis comprise the entire student body; where they pursue the same course of study under a tri-faith faculty. Yet the course of studies is not theological but under the direction and control of the Commanding General, U.S. Continental Army Command and the Chief of Chaplains, Department of the Army. Since it is not a theological institute, no one (Catholic, Protestant, or Jewish) association of seminaries can endorse the Chaplain School. This problem does not exist for the Judge Advocate General's School, which has the American Bar Association to accredit it, or the Walter Reed Army Institute of Research, which may seek accreditation from the Council of Medical Education and Hospitals of the American Medical Association.

This conclusion, therefore, stands clear, namely, that the Chaplain School must either seek its own accreditation or affiliate with a non-sectarian institution of higher education.

The two-fold conclusion, reached above, remains within the limits set forth in the statement of "Federal Policy Governing the Granting of Academic Degrees by Federal Institutions." It must be repeated that the Chaplain School as a Federal agency must comply with the provisions of this policy guide.

It appears that the obvious intent of the "Statement of Federal Policy" is to encourage Federal Agencies to operate graduate degree programs through the facilities of existing non-Federal institutions. Nevertheless, as has been stated in the opening of this chapter, exceptions may be made "where the need for the authority to grant graduate degrees is established and there is a clean determination that the need for the graduate degrees cannot be adequately met by institutions set up under the authority of the various States, Territories, or the District of Columbia."³

The proposals submitted by this thesis concerning "The Feasibility of Granting Graduate Degrees by the U.S. Army Chaplain School are fully in accord with the provisions of the Federal Policy Guide.

The task is now to indicate ways in which future exploration and action may accomplish the objective of establishing

³Cf Chapter IV, p. 18

a degree-granting program at the Chaplain School. This study limited itself to three possible courses of action. However, it does not intend to indicate that other ways do not exist. It simply means that there are at least three feasible courses of action and they are as follows:

1. By incorporation of the U.S. Army Chaplain School to grant graduate degrees under the authority of the Education Law of the State of New York.

2. By the affiliation of the Chaplain School with Long Island University--whereby student chaplains earn partial degree credits under the authority of Long Island University.

3. By the affiliation of the Chaplain School with Long Island University--whereby student chaplains earn a degree, under the authority of Long Island University, at the successful completion of the Chaplain Officer Career Course (16-A-22).

Investigation and research accomplished on the three propositions above were narrowly limited by time, lack of resources, and the full academic requirements of the curricula of Class 61-2 of the Chaplain School. The information that has been provided in this thesis, and particularly, that which follows, was obtained through personal interviews and correspondence as well as by the study of laws and publications of the Federal Government, the State

of New York, and national and local associations and institutions of higher education.⁴ This information is valid and authoritative." The conclusions and recommendations are the personal opinions of the writer.

⁴Consult the Bibliography for complete listings.

CHAPTER VII

The first proposal of this thesis to accomplish the granting of graduate degrees by the Chaplain School perhaps establishes a novel approach for a Federal Agency. The proposition to be discussed is this: that the Commandant of the U.S. Army Chaplain School petition the Regents of the University of the State of New York for a charter to grant graduate degrees in the name of the U.S. Army Chaplain School.

That this is feasible is found out by a news story which appeared in The New York Times, Tuesday, February 7, 1961. Under the byline of Robert H. Terte it was reported that a new college was being planned by the Insurance Society of New York, Inc. The proposed college would offer the degree of Bachelor of Business Administration, with a major in insurance. The program leading to the bachelor's degree would include forty-seven percent liberal arts courses, twenty-eight percent insurance courses and twenty-five percent supporting courses, such as law, statistical methods and accounting.¹

The second factor which contributed to the intriguing

¹These data are provided here so the reader may make his own comparison with the percentage breakdown of the proposed curricula of the Chaplain Officer Career Course (34 weeks). As shown in Chapter IX, the similarity is significant.

prospect of endowing the U.S. Army Chaplain School with a New York State Charter, as a separate institute, was the study made by the writer of the Education Law of the State of New York.

May it be understood, here and now, that during the investigation of the possibility of the above proposal with officials of The University of the State of New York and the State Board of Education, the writer clearly indicated his unofficial role of a student writing a thesis. It must be understood that a delicate question of law is herein involved and hence this writer lacked authority to involve the Commandant of the Chaplain School, the Chief of Chaplains, or the Department of the Army. The point made, however, is that this proposal has merit, as will be demonstrated by what follows and deserves more thorough investigation by the proper authorities of the Army and the Federal Government.²

Basic to a thorough understanding of this proposal is the study of:

1. the university system in the State of New York.

²This writer attempted unsuccessfully to obtain an informal opinion concerning the relationship in law of the Chaplain School to the New York State Board of Education. The letter and questionnaire sent to the Board's Council, Dr. Charles A. Brind, Jr. are contained in Appendix III.

2. the State of New York Education Law.

3. the legal and procedural requirements necessary to obtain a Charter.

The Board of Regents of the University of the State of New York has jurisdiction over all education in New York State, public, private, and parochial, from Kindergarten to university. The University of the State of New York³ was established shortly after the close of the Revolutionary War, by an act of the State Legislature in 1784.⁴ Thus the accreditation of educational institutions by a state agency, or by any agency, has been in effect in New York State longer than in any other state in the United States. At the present time, there are one hundred sixty-eight institutions of higher education within the University of the State of New York.

Despite the all-embracing functions of the University of the State of New York in the field of education there is no evidence of any exercise of its jurisdiction in relation to the

³Not to be confused with the State University of New York which supervises professional schools, State and community colleges.

⁴D.J. Pratt, Annals of Public Education in the State of New York (Albany 1, N.Y.), p. 203.

Chaplain School. As mentioned previously this writer's effort to clarify the status of the Chaplain School in relation to the University did not produce any positive results. The following is quoted from a personal letter (March 30, 1961) to the writer from Mr. Kenneth T. Doran, Associate in Higher Education, The University of the State of New York:

"As a Federal Activity, the Army Chaplain School would seem to compare with the U.S. Military Academy and the U.S. Merchant Marine Academy--both on Federal inclanes in New York State, but not considered members of the University of the State of New York under the regents. Perhaps you are in a better position than I to judge whether Federal authorities would make overtures to the State in the directions you mention (State Charter). In any case, this would seem to be a question calling for legal opinion rather than a personal opinion on my part."

In the matter of State jurisdiction and Federal institutions, it can only be presumed that the State of New York is prevented by law or by custom from incorporating Federal institutions of learning because of the position of relationship of a lesser to a higher authority (i.e. the State to the Federal Government).

It appears essential that official negotiations between the Department of the Army and the State of New York be initiated to resolve this intricate legal problem posed by Mr. Doran. Perhaps this research has already been accomplished in reference to the U.S. Military and Merchant Marine Academies, both located in the

State of New York.

Since the Regents are empowered to incorporate (i.e. "character") all educational institutions in New York, the degrees that are granted by these institutions, whether public or private, are granted by and under the authority of the University of the State of New York. "The University itself has the power at any time to award the degrees to the graduates of any of these institutions. As a matter of fact, for the first five years after it forms a college, the University, under the provisions of the statute must award the degrees."⁵

Aside from the legal difficulty inherent in the Federal-State relationship, the Chaplain School fully qualifies for incorporation under the authority of the Education Law of New York.

Section 216 of the Education Law states that the University "may . . . incorporate any university, college, academy, library, museum, or other institution or association for the promotion of science, literature, art, history or other department of knowledge, or of education in any way, association of teachers,

⁵Law Pamphlet 9, Incorporation of Educational Institutions by the Regents, University of the State of New York, (Albany 1, N.Y.) pp. 5-6.

students, graduates of educational institutions, and other associations whose approved purposes are, in whole or in part, of educational or cultural value deemed worthy of recognition and encouragement by the university⁶

An interesting aide was the discovery that the Regents, although they incorporate schools of theology are forbidden to ". . . modify in any degree the freedom of the governing body of any seminary for the training of priests or clergymen to determine and regulate the entire course of religious, doctrinal or theological instruction to be given in such institutions."⁷

A more detailed discussion of the Education Law of New York would be superfluous at this time and not germane to this paper. Under the assumption that this first course of action, namely, that the U.S. Army Chaplain School be incorporated to grant graduate degrees under the authority of the Education Law of the State of New York, is feasible, it would be necessary to give further study to the following points:

⁶Ibid., p. 18.

⁷N.Y. State Education Law, Section 207, Cited in "Self-evaluation and Accreditation in Higher Education", (Catholic University Press), p. 207.

1. Procedure for incorporation
 - a. Provisional Charter
 - b. Absolute Charter
2. List of authorized degrees (Section 40)
3. Accreditation or Registration⁸
4. Evaluation of Curriculum
5. Legal requirements
 - a. resources of at least \$500,000.
 - b. one "incorporator" must be resident of the State of New York
6. Faculty qualifications
7. Institutional continuity and stability.

The proposal under discussion, namely, that the U.S. Army Chaplain School apply for a New York State Charter to grant its own degree, has, in the opinion of the writer, six definite advantages and only four so-called disadvantages. The six advantages are:

1. The Chaplain School would exercise complete control over its own curriculum. Section 189, "Rules of the Board of Regents," prescribes no specific curriculum requirements at the graduate level. In fact, curriculum experimentation is encouraged

⁸Accreditation or registration is a distinct function which takes place after incorporation.

as long as certain minimum requirements are maintained.

2. The administration and management of the degree-granting program would be less complicated. This activity would be performed by the Chaplain School under its own guide for policy and procedure.

3. There would be no expense requirements on the part of the student chaplains.

4. It would create high prestige for the Chaplain School and give the Army a tremendous advantage over the Air Force and the Navy in the recruitment of Chaplains.

5. It would promote stronger student motivation.

6. It would eliminate objections by denominational endorsing agencies to a nine month Career Course--since, through the U.S. Army Chaplain School, the Chaplains, who will return to civilian life, will have an extra degree--at no cost to the denomination.

The following are disadvantages of this proposed course of action:

1. The legal obstacles may be insurmountable.

2. Faculty qualification requirements may demand a revision of the current policy of instructor assignments at the Chaplain School. A Master of Arts degree program implies that a certain amount of instruction be given by instructors who possess a

doctoral degree. Accordingly, the Chief of Chaplains would be required to implement a doctoral degree program for future chaplain-instructors. This, of itself, poses many problems in personnel policy areas. One stands out, and that is the feasibility of the establishment of a "professional faculty," such as at West Point.

3. Concentration of studies in the field of liberal arts might minimize too much the instructing of Chaplains in their basic military responsibilities.

4. The Army can provide no guarantee that the Chaplain School will remain in the State of New York.

In evaluating the advantages and disadvantages of this course of action, no attempt was made to determine whether the Chaplain School would receive authorization from the Secretary of Health, Education, and Welfare to establish a degree-granting program independently of a non-Federal institution of higher education.

It is the conclusion of this writer that this course of action, namely, that the U.S. Army Chaplain School apply for a New York State Charter, deserves further exploration and study.

CHAPTER VIII

The location of the U.S. Army Chaplain School in the State of New York gives to it tremendous educational advantages available to few other Army Service Schools. And within the State of New York no other area provides greater opportunities for educational advancement than the Metropolitan Area, embracing the Counties of Nassau, Suffolk, Rockland, Westchester, and the five boroughs of the city proper.

Since its arrival in Metropolitan New York in 1951, the Chaplain School has taken advantage of these opportunities by supplementing normal classroom teaching with a program of guest lectures. For ten years guest lecturers who are recognized for authorities in the fields of religion, religious education, the social sciences, law, psychology, and philosophy have graced the teaching platforms of the U.S. Army Chaplain School.

Field trips to the United Nations, the Brooklyn Army Terminal, and West Point are all possible because of the geographical location of the Chaplain School.

But not the least advantage afforded the Chaplain School by its location in the State of New York, and particularly in the Metropolitan Area, is the abundance of internationally renown institutions of higher learning nearby.

The study prepared for the Committee on Higher Education of the University of the State of New York by Doctor John X. Jamrich, Director of the Center for the Study of Higher Education, Michigan State University, revealed in April, 1960 that the State of New York "grants almost twice as many doctorates and master's degrees as does the next largest contributor, namely California. In proportion to its population as a percentage of the nation, the State of New York granted, in 1957-58, 1.6 times as many graduate degrees as might be anticipated on the basis of population. This figure is exceeded only by Massachusetts, and equaled or nearly equaled by Connecticut and Indiana . . . As in the case of graduate degrees granted, the State of New York enrolls almost twice the number of graduate students than does the next highest state, California . . . Thus, New York stands out among the various states not only in the number of graduate students enrolled but also in the number of graduate degrees conferred."¹

Naturally, the Metropolitan Area of New York City, as the population center of the state, provides the bulk of the opportunities for graduate education, available in the State.

¹J.X. Jamrich: Graduate Instruction in Colleges and Universities of the State of New York, pp. 16-18, State Department of Education (Albany 1, N.Y.), April, 1960.

In developing courses of action to establish "The Feasibility of Granting a Graduate Degree by the U.S. Army Chaplain School" this study has concentrated on a single institution, the Graduate School of Long Island University, Brooklyn, New York. Many factors entered into this decision.

Prior to arriving at the decision to concentrate on the possibilities afforded by Long Island University, the catalogues of the following colleges and universities were studied:

1. Columbia University
2. Fordham University
3. General Theological Seminary
4. Iona College, New Rochelle
5. Jewish Theological Seminary
6. Manhattan College (Graduate School)
7. New York University
8. St. John's University, Long Island
9. St. Joseph's Seminary and College
10. Union Theological Seminary
11. Yeshiva University

The catalogues of the denominational seminaries were studied to provide the writer with information concerning the theological and liberal arts background of Protestant and Jewish Chaplains. No consideration was given to the proposition of

affiliating the Chaplain Schools with these institutions.

The elimination of the other sectarian and non-sectarian institutions, in the list above, in no way endorses a position of educational pre-eminence in favor of Long Island University. It was simply a question of time and the efficiency of study that dictated the decision to concentrate on one university. This method is sufficient to establish the basic premise of this thesis, namely, that it is feasible to establish a degree-granting program in the U.S. Army Chaplain School. Furthermore, it is strongly recommended that the possibility of establishing such a degree-granting program with these other institutions be thoroughly investigated in any future studies similar to this.

At the outset of this thesis it was stated that "The Feasibility of Granting a Graduate Degree by the U.S. Army Chaplain School" would be demonstrated in three possible courses of action. The first course of action, namely, that the U.S. Army Chaplain School be incorporated under the Education Law of the State of New York was examined in the previous chapter.

In this Chapter an analysis is made of courses of action two and three which are:

1. COURSE OF ACTION TWO: By the affiliation of the U.S. Army Chaplain School with Long Island University--whereby student chaplains earn partial degree credits under the authority of Long Island University.

2. By the affiliation of the U.S. Army Chaplain School with Long Island University--whereby student chaplains earn a graduate degree under the authority of Long Island University,, at the successful completion of the Chaplain Officer Career Course (16-A-22).

Long Island University was founded by Brooklyn Civic leaders in 1926 as an independent and non-sectarian institution of higher learning. Still a youthful institution, compared with most of the colleges and universities in Metropolitan New York, Long Island University today is in a period of dynamic growth. To the original unit in Brooklyn (Zeckendorf Campus) have been added new units extending ninety miles across Long Island.

The original unit now comprises the College of Liberal Arts and Science, the College of Business Administration, the School of Education and the Graduate School.

The other principal units of the University are the Brooklyn College of Pharmacy, C.W. Post College, in Brookville, Long Island and Mitchel Colleges which was established at Mitchel Air Force Base in 1957.²

It is conceded here that the writer's selection of Long Island University was strongly motivated by the pleasant discovery

²Long Island University--Bulletin 1960-1961, p. 29 (Long Island University, Brooklyn, N.Y.).

of the military affiliations and orientation of this University. This aspect of Long Island University demands further elaboration.

The current President of the University is Admiral Richard L. Connolly, USN (Ret), B.S., M.S., LL.D., Vice Admiral Chester C. Wood, USN (Ret), B.S., M.S., is Vice President for University Relations and Provost of Mitchel College. General James A. Van Fleet, United States Army, Retired, is a Trustee of the University and an Officer of the Corporation.

On April 12, 1961 this writer was afforded the privilege and courtesy of a thirty minute interview with Admiral Wood. Permission was granted to record Admiral Wood's reaction to the proposition of establishing a program of study by the U.S. Army Chaplain School in conjunction with Long Island University as, "enthusiastic." He stated that he was familiar, in a general way, with the idea. As Commandant of the Naval War College he was intimately associated with the similar program referred to in Chapter III of this thesis.

The establishment of the Mitchel College of Long Island University is one of considerable significance. It is the first private college to be physically located on a military installation in the United States. "Mitchel College represents a pioneering educational enterprise, initiated in response to an interest on the part of the Armed Services to raise the educational level of officers

and enlisted men. The College serves this objective by bringing college courses--taught by regular men of the University faculty--to the barracks' doorstep."³

This unique project was enthusiastically received and three extensions of Mitchel College were created--at Fort Hamilton, Brooklyn, New York, at Suffolk County Air Force Base, and at St. Alban's Naval Hospital. In each case the military base has provided classroom facilities, "thus enabling the university to reduce the normal tuition fee for the students."⁴

Today Mitchell College has a student body of six hundred, including those at its three extensions. Baccalaureate degrees are awarded to about fifty each year. The curriculum includes courses in liberal arts, physical sciences and business administration. Including the three extensions, it has a library of fifteen thousand volumes, a faculty of thirty, and fifteen classrooms in use.

The existence of Mitchell College as an organic institution of Long Island University, although it grants degrees only in the bachelor level, is a firm argument in support of the proposition that it is feasible for the U.S. Army Chaplain School to

³This is Long Island University--Mitchel College (a promotion brochure--no pagination).

⁴Ibid.

establish a degree-granting program in conjunction with Long Island University.⁵

Since Long Island University has established itself on the various military installations (Mitchel, Suffolk County Airbase, St. Alban's, Fort Hamilton) it would not be unreasonable to suppose that it would establish another Branch at the U.S. Army Chaplain School. Geographically the Chaplain School is as near to the Brooklyn headquarters of Long Island University as Mitchel Air Force Base. The acceptance of the active duty military student by Long Island University is an established fact, as is the acceptance of Long Island University by the Army, Air Force, and Navy. It is not necessary to belabor this point!

In as much as Course of Action two and three, which are to be analysed in this portion of the thesis, are related to Long Island University, it is necessary to discuss, in general the University's Graduate School and its awarding of Master of Arts degree.

In the words of The Graduate School Bulletin, 1960-1961,

⁵Dean Jacob I. Hartstein of the Faculty of the School of Education, in an interview, informed this writer that the University is reviewing its operation of Mitchel College. This study will be presented to the Board of Trustees in the summer of 1961. Upon request, this study will be made available to the Chaplain School. It is to be remembered that Mitchel Field has been closed by the Air Force as an active installation.

"The Graduate School provides a convenient center for advanced study and the continued general and professional education demanded by our dynamic society and institutions . . . for full-time and part-time students, for recent college graduates and for college graduates who have been away from formal study for some time, and for those who are already actively engaged in business or professional pursuits . . ." (Underlining not in the original)

The University's degree programs are registered with the University of the State of New York and are accredited by the Middle States Association of Colleges and Secondary Schools. The University, as chartered by the Regents of the University of the State of New York, is empowered to confer the following degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Pharmacy, Bachelor of Fine Arts, Master of Arts, Master of Science, and the honorary degrees of Doctor of Laws, Doctor of Letters, and Doctor of Science, and Doctor of Humane Letters.

The University operates on the two semester system-- Fall Semester and Spring Semester--and conducts a Summer Session.⁶

⁶The Summer Graduate Institute in Asia and the modern World appears to be of special value to Chaplains. It represents an integrated approach to the study of modern Asia with particular emphasis on the roles of the United States and Russia.

It requires thirty semester hour credits for a Master of Arts degree. A semester hour of credit represents a minimum of one hour of classroom and pertinent outside work per week for a semester. Full-time students may take fifteen credits a semester. Part-time students may take a maximum of ten credits a semester. A maximum of six credits may be taken during each six-week summer term.

The minimum requirements for the degree of Master of Arts (M.A.) are:⁷

1. Possession of Bachelor's degree from an approved college or university.
2. Passing of the Graduate Record Examination (Graduate and Professional Aptitude Test).
3. Completion, with an average grade of B of an approved program of thirty credits, at least eighteen of them in one department of study. The remaining twelve credits may be taken in the same department or distributed among cognate departments of study.
4. Passing of a Comprehensive Examination in the field of specialization and related areas.
5. Completion of a Master's degree thesis or project.

⁷The Graduate School Bulletin, 1960-1961, Long Island University, Brooklyn, New York., p. 41

Given the afore-mentioned outline of the Graduate requirements of Long Island University it follows that an analysis of the Program of Instruction of the Chaplain Officer Career Course (34 weeks) must be made in relation to the Long Island University graduate program. For essential to the propositions of this thesis, which would seek to establish a working alliance between Long Island University and the U.S. Army Chaplain School, is the acceptance of the Program of Instruction of the Chaplain Officer Career Course by the University.

Obviously the writer, as a student writing a thesis, was unable to act as an official representative of the U.S. Army Chaplain School with Long Island University in this matter.

However, in a personal interview, held 12 April 1961, with Dean Jacob I. Hartstein, B.A., M.S., M.A., Ph.D., Dean of the Faculty of the School of Education, Long Island University, a favorable, but unofficial, reception was given to certain elements of the U.S. Army Chaplain School's Program of Instruction.

This interview, which followed the one granted by Admiral Chester G. Wood, lasted approximately one hour. The comments of Dean Hartstein were obtained by his responses to a series of questions prepared before hand by the writer. The purpose of the interview was fourfold:

1. To obtain a general evaluation of the Chaplain Officer Career Course of Instruction from the point of view of a non-military educator.

2. To determine the feasibility of the U.S Army Chaplain School establishing a graduate degree-granting program in conjunction with Long Island University.

3. To learn some of the problems which such a program might involve.

4. To provide basis for any recommendation by the writer concerning future negotiations with Long Island University or any other civilian institution of higher learning.

The Program of Instruction submitted to Dean Hartstein for his evaluation was contained in "Planning Table for C22 (34 weeks) Course, Part I through Part IV," as approved by the Chief of Chaplains, 9 January 1961, under the signature of Chaplain (Brigadier General) William J. Moran, Deputy Chief of Chaplains. Dean Hartstein was asked to indicate the subjects taught in this course which might possess credit hour value at Long Island University. He indicated possible recognition by the university of the following subjects:

1. PART I--STAFF SUBJECTS

- a. Educational Development
- b. Effective Writing and Oral Expression
- c. Personnel Management.

2. PART III--PROFESSIONAL SUBJECTS

- a. Basés of Natural Interest
- b. Counseling
- c. Methods of Instruction
- d. Military Psychology
- e. Religious Education

The total number of hours allocated for these subjects is 447 whereas the total number of hours for the Chaplain Officer Career Course (16-A-22) is 1020. The overall percentage breakdown of the Course of Instruction is: Staff Subjects (224 hours) 22 percent; Military Subjects (259 hours) 25 percent; Professional Subjects (487 hours) 48 per cent.⁸ It must be noted here that Dean Hartstein, who evaluated the Course of Instruction in relation to a Liberal Arts degree, assigned no credit hour value to the Military Subjects.

It appears to be Dean Hartstein's conclusion that the curricula of the Chaplain Officer Career Course (16-A-22), in the form presented, would not staisfy the full requirements for the award of a Master of Arts degree by Long Island University. The

⁸The remaining 5 percent is allocated to Director of Instruction (50 hours) for Chapter X and LOGEX.

reason is that the total of four hundred and forty-seven hours allocated to the eight subjects which the University might conceivably recognize in the Chaplain School curricula falls far short of the minimum required by Long Island University for a graduate degree in the field of liberal arts.

In the interest of scholarship and objectivity it should be noted that Dean Hartstein's appraisal in no way involved any criticism on his part of the important role being played by the Chaplain School in the military service of the United States. The U.S. Army Chaplain School is an integral part of the Army Service School System and must fulfill its primary mission as specified by the Department of the Army Officer Education and Training Review Board.

Continuing Dean Hartstein's evaluation of the Program of Instruction of the Chaplain School, the interview produced other results which deserve consideration. The writer has already indicated a total of eight subjects taught at the Chaplain School which might possibly receive academic recognition from Long Island University. Naturally, Dean Hartstein was reluctant to commit himself to any specific credit hour value which the University might grant these courses. However, judging solely the subject of the course and the allocated hours, but not considering the quality of the instruction on the professional qualifications of

the instructor, he did indicate a possible weight or value of twelve credit hours for the subject "Counseling".

The interview revealed great many problems which must be solved before the U.S. Army Chaplain School can implement either course of action proposed by this thesis involving Long Island University. These courses of action are either the earning of partial credits or the award of a full degree under the authority of Long Island University. Not the least of the problems discussed in the interview was the integration of the Chaplain School's Course of Study into specific departments and areas of study offered by Long Island University. The Graduate School of Long Island University provides opportunities for advanced study and training in Accounting, Biology, Business Administration, Economics and Sociology, Education, English, History, Pharmacy Administration, Political Science, and Psychology. On the part of the Chaplain School the problem is compounded by the wide variety of subjects taught and the lack of cognate relationship between many of them. On the part of Long Island University the problem consists in the required designation of a specific area of study and the University's requirements for a Master of Arts degree, wherein the candidate must earn thirty credit hours; at least eighteen of them in one department of study and the remaining twelve taken in the same department or distributed among cognate

departments.

A specific example serves to illustrate this point. In the Political Science Course eighteen credit hours must be earned in the required concentration on core curriculum. These required courses are as follows: Principles of International Politics; principles of International Law; The United Nations and its Affiliated Agencies International Administration; International Information; Education and Cultural Exchange; Seminar on National Security. The remaining twelve hours could be earned in cognate or related courses such as Economics, History, Psychology and Public Administration.

Dean Hartstein, after studying the Chaplain School curriculum suggested that possible solution by discussion what he termed "an interdepartmental program." At Long Island University students whose interests and professional plans involve different patterns of graduate study may be granted permission to pursue interdepartmental programs. These students, for example, may pursue a program leading to the Master of Arts degree, consisting of eighteen or more credits in psychology, and they may divide the balance of their credits between one or two other departments not directly related to the concentration of psychology.

In applying his suggested solution to the Chaplain School Dean Hartstein advised a possible concentration in Guidance-

Counseling supplemented by study in the departments of Education and Social Science. It is emphasized that the above is mentioned not as a firm answer, but simply to support the basic propositions of this portion of the thesis, namely, that it is feasible for the U.S. Army Chaplain School to affiliate with Long Island University whereby student chaplains would either earn partial credits towards a graduate degree (course of action two of this theses) or earn a graduate degree upon completion of the Chaplain Officer Career Course (Course of action three of this thesis).

Another important problem and one that should not be overlooked, that was discussed in the interview with Dean Hartstein was the related matter of the quality of instruction and the faculty qualifications of the U.S. Army Chaplain School. The point of issue here is not to pass judgement on these matters as they currently apply to the Chaplain School. The purpose is simply to indicate a problem area and to suggest a possible solution.

It must be recognized that the establishment of a degree-granting program at the U.S Army Chaplain School must be based fundamentally on the normal classroom instruction of the Chaplain School. If it is ever contemplated that the Chaplain School affiliate with Long Island University then it is obvious that the U.S. Army Chaplain School's academic standards must be acceptable to the University.

The obvious way to accomplish this, which for the purpose of clarity may be called solution number one, would involve the registration of the U.S. Army Chaplain School with the Regents of the University of the State of New York. This is not identical to the proposition proposed earlier, referred to as course of action one, which was that the Chaplain School petition the University of the State of New York for authority to grant graduate degrees in the name of the U.S. Army Chaplain School. The purpose of seeking State registration, as proposed here, would be simply to provide Long Island University with legal authority to recognize certain courses of study conducted by the faculty of the Chaplain School. However, there is a serious drawback to this so-called solution number one. It is this: Long Island University can legally transfer from another school only six credit-hours of the thirty hours required for a graduate degree. The Education Law of the State of New York permits few exceptions to the requirement that twenty-four graduate credit-hours must be earned in the institution which grants the degree.⁹

If the Chaplain School could not achieve New York State

⁹Cf. Rules of the Board of Regents, Section 189,
(The University of the State of New York, Albany.)

registration of its curriculum, Dean Hartstein suggested another possibility to solve the difficulty under discussion. This can be called solution number two. Under this proposal student chaplains might possibly receive degree credit for study accomplished in the Chaplain School by successfully passing the Graduate Record Examination (Graduate and Professional Aptitude Test and Advanced Test).¹⁰ But, again, the maximum transfer limitation is six credit hours.

This same limitation applies to another possible solution, termed here solution number three, namely, that the U.S. Army Chaplain School establish recognition of its course of studies by the Middle States Association of Colleges and Secondary Schools. This Association is the regional accrediting agency for the Canal Zone, Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, and Puerto Rico.

Since this writer does not feel that the earning of only six credit-hours after nine months of study would attract many student chaplains to a degree-granting program, the necessity exists to investigate a fourth plan which for clarity can be named solution number four.

¹⁰Graduate Record Examinations, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.

The basis of this proposal emanated from discussions with Dean Hartstein and research into the current George Washington University/U.S. Army War College Graduate Study Program.

The proposed solution number four briefly stated is as follows: That the Graduate Study Program of the George Washington University and the U.S. Army War College be used as a model to establish a similar program between Long Island University and the U.S. Army Chaplain School. It is beyond the scope of this thesis to show how this can be done. But the successful operation of The George Washington University and U.S. Army War College Graduate Study Program adds further proof to the primary purpose of this thesis, namely, that it is feasible to establish a graduate degree program at the U.S. Army Chaplain School.

It is not contended that this solution involves no great difficulties. The program at the U.S. Army War College required many studies extending over a period of ten years, from 1950-1960. Dean Hartstein of Long Island University estimated, from the point of view of time alone, that it would require at least four years of study and negotiations.

In the opinion of the writer, the following steps would appear to be essential in setting up a graduate study program:

1. Determination of an area of study.
2. Determination of equivalent credit-hours the University would gratuitously award the curriculum of the U.S. Army Chaplain School
3. The establishment of an off-duty program of instruction under the faculty of Long Island University to secure the balance of the credit-hours for a Master of Arts degree.
4. The approval of the Department of the Army, the Commanding General, United States Continental Army Command, and the Chief of Chaplains.

It is impossible, in a paper of this type, to discuss, in a detailed manner, all the factors that would be involved in attempting to establish a joint venture in granting graduate degrees between Long Island University and the U.S. Army Chaplain School.

There are certain facts in existence, however, which forecast the possibility of success for future negotiations conducted on an official basis. In reviewing the U.S. Army War College Program it is noted that The George Washington University has established an off-campus center at Carlisle Barracks. Regular professors of the University conduct one evening class a week for twenty-eight weeks. A period of instruction (a "class") normally lasts for three hours. Preparation time consists of approximately

two to three hours per hour of instruction. At the completion of the twenty- eight weeks of off-duty study successful students will earn eight credit-hours in addition to the fifteen equivalent credit-hours gratuitously awarded the curriculum of the Army War College by The George Washington University. The balance of seven credit-hours needed to achieve the mandatory minimum of thirty degree credit-hours is accomplished in an off-duty summer session conducted by the University either on its own campus, or at Carlisle Barracks, or in The Pentagon.

The reader is asked to recall the existence of Mitchel College of Long Island University and its extension at the Army's Fort Hamilton in Brooklyn. Granted that Mitchel College only awards the bachelor level degree at the present time. It is this writer's personal interpretation of the enthusiasm and interest in evidence during his interviews with the authorities of Long Island University that a strong possibility exists that the University's Graduate School might be induced to establish an off-campus center at the U.S. Army Chaplain School.

Dean Hartstein replied affirmatively to this writer's question which sought to determine if Long Island University could supply professors to conduct evening classes two or three nights a week at the U S. Army Chaplain School. Incidentally, it was also established by the writer that instructors of the Chaplain School,

who satisfy the academic requirements of Long Island University for professors, may be declared eligible to teach in Long Island University, as adjunct members of the faculty.

This latter finding is not insignificant and should enter into the consideration of future instructor assignments to the U.S. Army Chaplain School.

The writer injects again the implication that the need may arise to consider educating selected Chaplain School instructors to the level of the doctoral degree. This requirement may be essential if Long Island University, the State of New York, or The Middle States Association of Colleges and Secondary Schools are petitioned to grant graduate degree accreditation and recognition to on-duty classroom instruction at the U.S. Army Chaplain School.

Other information secured in the writer's interview with Dean Jacob Hartstein of Long Island University is summarized below:

1. The matter of cost to individual student chaplains would present no great burden or obstacle. At the present time Long Island University charges its active duty military students at Mitchel College only fifty percent of the normal charge for one semester hour credit. Increased operating costs may force a rise to sixty percent next year. However, under the provisions of the Army General Educational Development Program, contained in AR 621-5,

student chaplains would be eligible for the usual tuition assistance of seventy-five percent of the cost of a semester-hour credit charged by the University.

2. The library and research facilities of Long Island University would be available to student chaplains on a minimal loan basis fee of four dollars a year. Thus, it would not be necessary for the U.S. Army Chaplain School to raise its present library facilities to the required standards of a university.

3. In view of the maturity and educational background of the student chaplains Long Island University would be flexible in the matter of a minimum quota of students involved in the program.

It appears to the writer to be of no particular value to attempt a comparison of the advantages and disadvantages between the two courses of action proposed by this thesis which involve the establishment of a graduate degree program by the Chaplain School in conjunction with Long Island University. In relation to the first course of action of this thesis, namely, that the U.S. Army Chaplain School seek a Charter from the State of New York to grant its own degrees, it is evident that courses of action two and three are logically but a single proposal.

This thesis has raised many issues and problems that can be solved at a later date. Favorable legal decisions both from the Federal Government and the State of New York may be off-set

in Congress by the opposition of the American Council of Education and other professional and educational societies.

The primary mission of the U.S. Army Chaplain School as an Army Branch Service School may forbid the drastic change of curriculum that would be required to enable student chaplains to complete in one academic year, despite additional off-duty study, the requirements of Long Island University for a graduate degree.

The proposal that the U.S. Army Chaplain School affiliate with Long Island University to the extent that student chaplains earn partial degree credits under the authority of the University may be the easiest proposal to implement, but from other points of view, the least desirable and effective.

There can be no definitive conclusion made at this time concerning the manner in which the U.S. Army Chaplain School can establish a graduate degree program. On the other hand, this writer has established and proven that it is feasible to establish a graduate degree program at the U.S. Army Chaplain School. In short, this was the sole purpose of this thesis.

In all the foregoing it was presumed by the writer that student chaplains would welcome any effort made in the direction proposed by the thesis.

The presumption was borne out by a sample survey conducted by the writer with thirty-four members of the incumbent

Career Class (Class 61-2). The questionnaire is contained in Appendix IV.

Twenty-one chaplains out of the thirty-four to whom the questionnaire was submitted replied. The results of the sampling are as follows:

Q. "Are you currently seeking a master's or doctor's degree?"

R. Yes--3, No--17.

Q. "Does the idea of earning a master's degree for work done at the Chaplain School appeal to you?"

R. Yes--16; No--4.

Q. "Would you be willing to attend off-duty classes on Saturdays?"

R. Yes--15; No--6.

Q. "How many nights (for 2 hours) per week?"

R. None--1

One--1

Two--10

Three--4

Four--1

Q. "Would you be willing to take leave to complete a summer session?"

R. Yes--12; No--6; Administrative Absence--2.

Q. "Would you be willing to pay \$200 to \$300 of your own money to earn the degree?"

R. Yes--15; No--6.

Q. "If the Army qualified you to teach in a graduate degree program of instruction would you consider it a hardship to be assigned as an instructor at the Chaplain School for six years or longer?"

R. Yes--10; No--11.